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ABSTRACT

This curriculum resource guide on distributive services is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handcapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills in areas common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for occupations such as boxcar loader, carpet and linoleum handler, carton assembler, cosmetics assembly line worker, driver helper, fitting room attendant, forklift operator, garment boxer, housekeeper, interoffice and station messenger, and wrapper. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

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This book, one of a series of 17, was written and published in partial fulfillment of a long-standing commitment of the Board of Cooperative Educational Services of Nassau County — that is, to make occupational education available to any County resident who seeks it. The material in its pages should open a door that formerly was barely ajar.

For handicapped youth and adults, access to occupational education historically has been blocked — or at best, difficult. In recent years, however, the Nassau BOCES has sought to remove the traditional barriers. It has incorporated occupational and pre-occupational training elements into its special education programs. It has enrolled these pupils directly in its occupational education programs for the non-handicapped. And it has created new occupational education programs for students with special needs where none before existed.

This book, then, carries that effort a step further. It provides the teacher of occupational subjects with a new and different instructional tool — a tool particularly useful in the task of extending new educational opportunities to this population.

Through the use of this instrument, that task should be easier, the results more effective. And the handicapped student of whatever age should reap a benefit in the form of an additional degree of independence that his/her learning makes possible.

William T. Callahan
Executive Officer
Board of Cooperative Educational
Services of Nassau County

PREFACE

Students with special educational requirements form one of the most important challenges to public education.

Recently, education for the so-called special education or special needs student has been expanded to include intensive occupational education programming, recognizing that many, if not all, persons are employable and can be economically self-sufficient. The special needs individual who is capable, because of his preparation, of entering the work force, whether as a totally independent person or one whose occupational training can be used only under some form of sheltered situation, is an asset and a positive force in society.

As a result of a compelling need for relevant specialized occupational education curricula for these newly identified populations, Nassau BOCES submitted a curriculum development proposal to the State Education Department of New York State, which was subsequently funded through Public Law 90-576.

The proposal was directed to the development of 17 specialized curricula, focusing on occupational education for the marginal, handicapped or special needs occupational education student.

Three curriculum developers, assisted by a host of occupational and special education teachers, the Nassau BOCES Division of Research and Development, inputs from more than 400 industries, and representatives of the State Education Department, were involved in this effort. The occupational education curriculum development team observed the populations referred to in a variety of BOCES special and occupational education programs. The tasks the students performed, and the skills they displayed, were noted. In this way, and through coordinative involvement with occupational and special education teachers, the team became aware of the needs, as well as the capabilities, of the students as they related to potential job performance. The team then visited appropriate businesses and industries within the County to analyze skills needed in actual entry-level jobs. They also identified appropriate basic entry-level jobs within each major occupational field.

Based on data collected from all field observations, occupational education specialists were engaged to write suggested learning tasks. These were organized with other materials relating to job behavior and attitude, and constitute this Curriculum Guide.

In order to provide a comprehensive view of the entire series, a separate compendium of the tables of contents of all 17 books has been prepared. The titles of these books appear on page xvi. This compendium is available on request from Nassau BOCES.

The job titles selected for each guide are not meant to limit the future of any student. Rather, whenever appropriate, students should be prepared for a variety of entry-level positions within an occupation. If possible, all pupils should be made familiar with a variety of occupational situations that demand identical skills, and yet are representative of advanced opportunities in the world of work.

This Curriculum Resource Guide was made possible through the cooperation and support of BOCES administrators, guidance counselors, work experience coordinators, placement counselors, teachers from both our special education and occupational education divisions, research and development staff, and managerial personnel, plant foremen and employees from business and industry who provided materials and information, along with suggestions and recommendations.

We additionally wish to thank BOCES Technical Support Services for printing this series.

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DESIGN OF THE SERIES

In order to allow teacher (T) and student (S) as many options as possible, this entire curriculum series of 17 books is designed in a modular system; that is, basic tasks and behaviors as they occur in a given occupation or as they apply to several occupations, are grouped. The Job Module defines the technical skills and activities required in a particular entry-level job station. Within each job module are Instructional Topics which define the basic skills required in the job station work setting. A table of contents for this book follows at the end of this section, so that supervisors of occupational programs may determine alternate selections of occupational choices for students, as necessary.

Note: Any topic that deals with measurement that may require conversion to metric is flagged Mm in the table of contents.

Likewise, a modular approach is used for "survival," or job-required behavior skills, common to all employment. A series of Behavioral Instructional Topics appears at the front of every book.

TOPIC: Identifying Oneself to Strangers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger: Hello young man . . . Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name). My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role Play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

At the conclusion of this section are a series of Behavioral Clusters and the appropriate behavioral instructional topics that support each cluster. The teacher may thus develop a plan which combines the use of technical skill and behavioral instructional topics as required by the particular job. Further, if the teacher finds that the student is deficient in a behavioral cluster, he/she may utilize one or more of the related behavioral instructional topics as remedial tools.

CLUSTERS

I Accuracy and Productivity	
Keeping Busy During Slow Periods	B4
Relationship with Supervisors	B11
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Safely	B25
Working Under Pressure	B27
II Initiative and Perseverance on the Job	
Getting to School and/or Work	B1
Identifying Oneself to Strangers	B2
Keeping Busy During Slow Periods	B4
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Alone	B20
Working in Crowded Areas	B21
Working in Public Areas	B23
Working Under Pressure	B27

The Job Description begins each module, telling WHAT student does; WHO student works with; HOW student is supervised; WHERE student works. Additionally, it sometimes includes unique requirements of the job such as physical strength, exceptional personal neatness or the wearing of a uniform. Job stations for each curriculum guide have been classified alphabetically, because often no rank order of difficulty can be established for these populations, for whom individual differences and desire to achieve a place in the world of work, may cause substantial diversity in performance.

JOB DESCRIPTION

COSMETICS ASSEMBLY-LINE WORKER

A Cosmetics Assembly-Line Worker

- performs the following major tasks
  - works with conveyor belts
  - handles labeling machines
  - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well-illuminated factory-type area, may sit or stand at job station

Appropriate Instructional Topics appear in each job module. Each topic is separated by double lines. Topics have been arranged in logical task presentation and serve as the basic units of instruction. The Suggested Instructional Activities are the means used by the teacher to permit each student to gain mastery of the instructional topic. The specific topic names appear at the left, and the job module titles at the right.

TOPIC: Working with Labeling Machines (cont.)

COSMETICS ASSEMBLY-LINE WORKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate hand-stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them.

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

Many of the instructional activities also point up specific Safety Considerations.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

A complete Performance Objective appears at the end of each topic. The objective clearly specifies the observable behaviors which the student will learn and demonstrate as a result of the lesson of instruction, and the conditions under which he/she will perform it.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

Also included as part of each job module are appropriate personal appearance topics.

TOPIC Personal Hygiene and Proper Dress on Assembly Lines

COSMETICS ASSEMBLY LINE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES

S discusses daily rules of personal hygiene which include

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant)

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

The teacher will be expected to identify and obtain the materials necessary for implementation of the instructional topics.

The teacher is further encouraged to expand the scope of suggested instructional activities presented herein, to include his/her most imaginative teaching methods, student application activity and student evaluation procedures, for the most effective presentation of the lesson.

In the final analysis, nothing can replace the knowledge and the expertise of the teacher in the particular skill being taught.

The teacher is urged to regard the module as a resource rather than a prescription for the exact method of teaching a lesson. A teacher's own professional understanding of the subject and of individual students will enable him/her to adopt appropriate methods for teaching the module content and helping each student to develop the indicated skill. The teacher's familiarity with the occupation will enable him/her to teach appropriate job behaviors and technical skills together, giving the student a more realistic sense of the world of work.

The success of the special education student in a program of occupational education will be largely dependent on the ability of the student to be adaptable to a variety of occupational situations. Learning the skills of several job modules would greatly increase his employability and options. The teacher should, therefore, regard this curriculum series as a guide toward providing the special education student with occupational education most suited to his/her learning disabilities, interests and capabilities. All students will thereby be permitted to advance to their greatest employable potential.

The following job-required clusters of behaviors have been derived: Accuracy and Productivity, Initiative and Perseverance on the Job, Positive Response to Direction and Supervision, Regularity and Punctuality, Self-Reliance and Reliability, and Work Tolerance. If the teacher finds that one or more of his/her students has a deficit in one of these behavioral clusters, he/she should refer to Behavioral Clusters and Their Related Behavioral Topics which appear on the following pages. The general job-required behaviors, preceded by roman numerals I-VI, are listed, along with their supporting topics of instruction.

BEHAVIORAL CLUSTERS AND THEIR RELATED BEHAVIORAL INSTRUCTIONAL TOPICS

I Accuracy and Productivity
  - Keeping Busy During Slow Periods B4
  - Relationship with Supervisors B11
  - Reporting to Supervisor or Person in Charge B13
  - Sitting or Standing for Long Periods of Time B16
  - Working Safely B25
  - Working Under Pressure B27

II Initiative and Perseverance on the Job
  - Getting to School and/or Work B1
  - Identifying Oneself to Strangers B2
  - Keeping Busy During Slow Periods B4
  - Reporting to Supervisor or Person in Charge B13
  - Sitting or Standing for Long Periods of Time B16
  - Working Alone B20
  - Working in Crowded Areas B21
  - Working in Public Areas B23
  - Working Under Pressure B27

III Positive Response to Direction and Supervision
  - Relationship with Customers B9
  - Relationship with Supervisors B11
  - Reporting to Supervisor or Person in Charge B13

IV Regularity and Punctuality
  - Getting to School and/or Work B1
  - Punctuality B5

- V Self-Reliance and Reliability
  - Getting to School and/or Work B1
  - Identifying Oneself to Strangers B2
  - Punctuality B5
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  - Working Alone B20
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  - Working in Public Areas B23
  - Working Safely B25
  - Working Under Pressure B27
- VI Work Tolerance
  - Keeping Busy During Slow Periods B4
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  - Relationship with Customers B9
  - Relationship with Supervisors B11
  - Reporting to Supervisor or Person in Charge B13
  - Sitting or Standing for Long Periods of Time B16
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  - Working Under Pressure B27

Books in this series include:

- Automotive Maintenance
- Body and Fender Repair
- Building Maintenance
- Building Trades
- Distributive Services
- Electronic Assembly
- Floriculture
- Food Services
- Graphics
- Mechanical Assembly
- Office Services
- Ornamental Horticulture
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TOPIC: Getting to School and/or Work

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T makes a transportation list to aid his discussion of how each S gets to school and/or work and S's available alternate means of transportation.

T leads a discussion covering the following points:

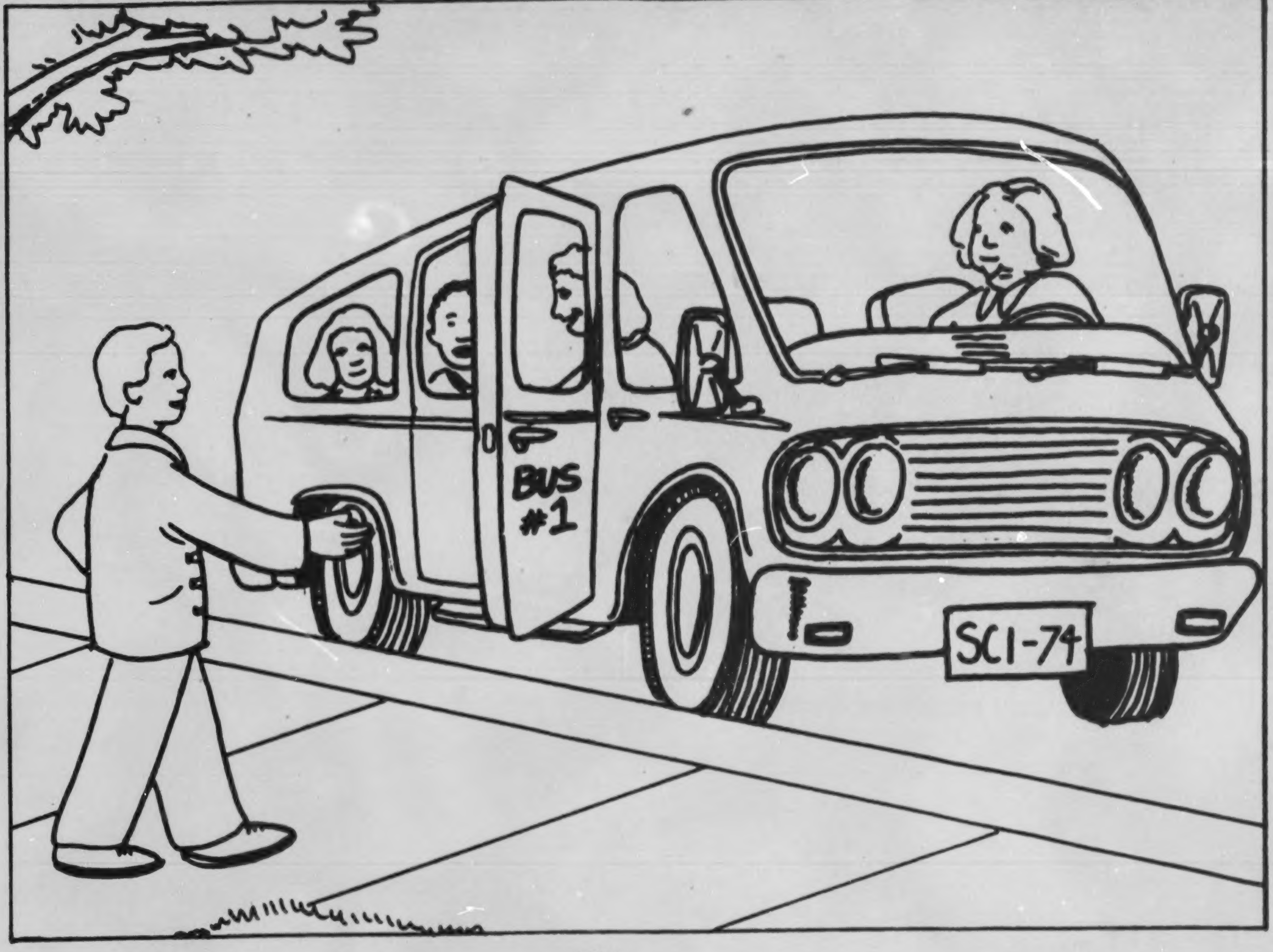
- S's means of getting to school and/or work
  Does S travel by bus alone? Does S arrive by bus with supervised group? Does S walk to school accompanied by others?
- S's personal experiences of getting to school and/or work
- reason for wanting to get to school and/or work
- similarity or difference of getting to school and/or work

T leads a discussion of alternate means of transportation for getting to school and/or work in inclement weather or under unforeseen circumstances.

T questions each S individually about alternate means of travel and clarifies S's regular and alternate means of travel.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to arrive at school and/or work regularly, independent of weather conditions or unforeseen circumstances.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



B1-1

TOPIC: Identifying Oneself to Strangers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger : Hello young man...Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

Role Play #3: Before beginning this role play of giving one's address to another person, T determines that each S either knows his address or carries a card with his name, address and telephone number. T role plays a stranger and asks a S his name, then questions S about his address, and also role plays a S who gives his name to a stranger and then shows his address card.

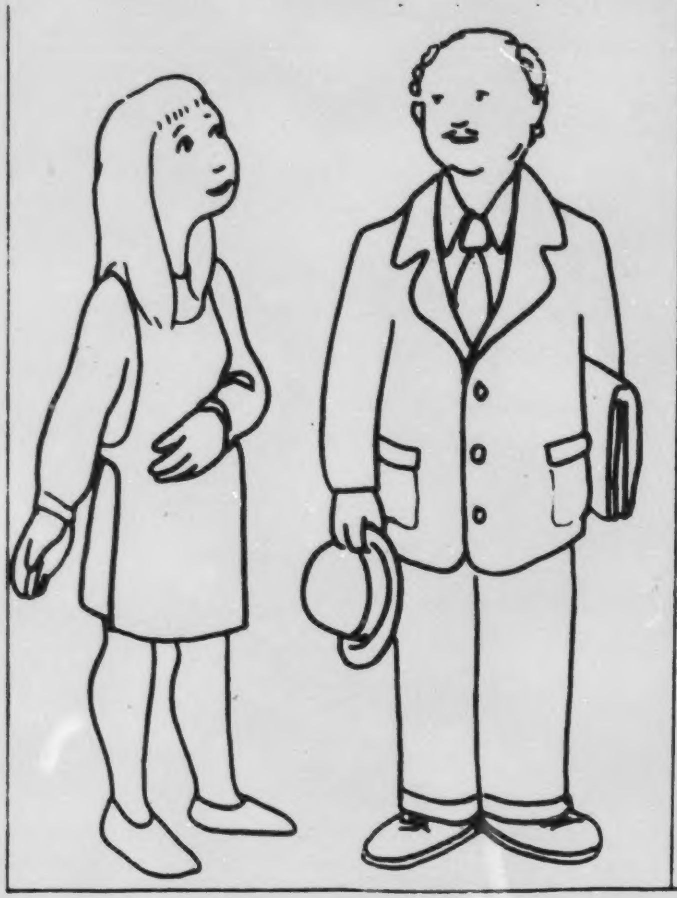
T directs discussion to elicit comments on giving one's name and showing one's address card. T then has Ss show their cards and elicits comments from those who know their address but don't have cards. These comments should lead into the next role play.

Role Play #4: T structures a role play of telling a stranger one's name and address. After all Ss capable of telling their address have practiced, T continues the role play, varying the performance of the card-carrying and verbalizing Ss.

TOPIC: Identifying Oneself to Strangers (cont.) **JOB-REQUIRED BEHAVIORS**

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) say his name intelligibly and (2) either tell his address or exhibit an identification card.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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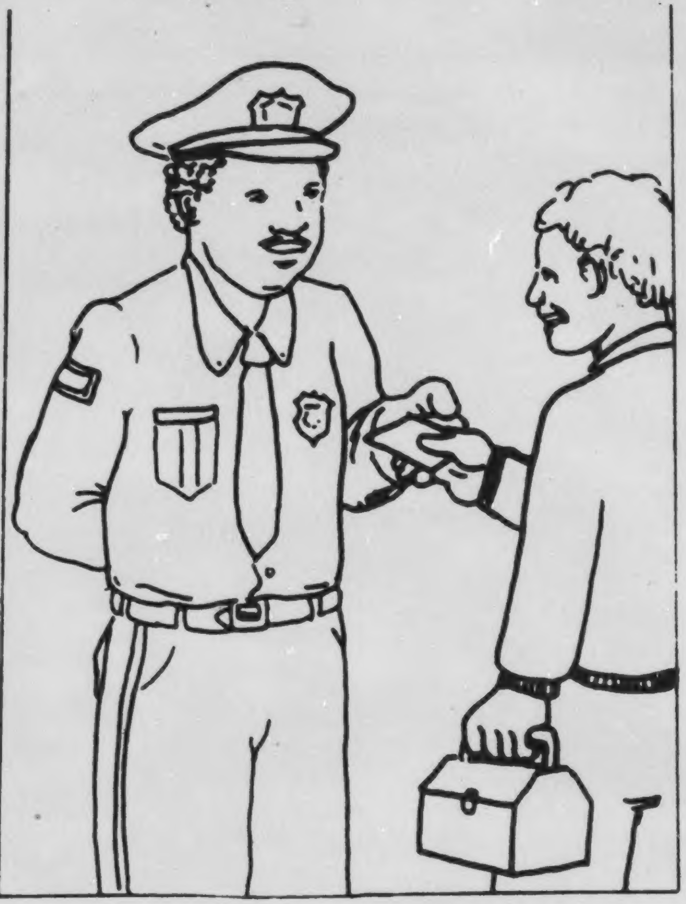


42

TOPIC: Keeping Busy During Slow Periods

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T assigns each S a task, purposely giving heavier work loads to some. T observes Ss unobtrusively and watches for those who finish first and waits for those who finish last.

T asks Ss why some took longer than others, directing discussion to have Ss discover that difference in work loads is the reason.

T asks Ss how the job could have been finished sooner. Ss should realize at end of discussion that, when finished ahead of others, they should seek supervisor's direction and help those who have not yet completed their tasks.

T asks Ss to explain why a worker gets paid, directing discussion to reveal phrases about importance of being as productive as possible and of doing a good job. T then asks Ss what a worker should do when finished with an assigned task.

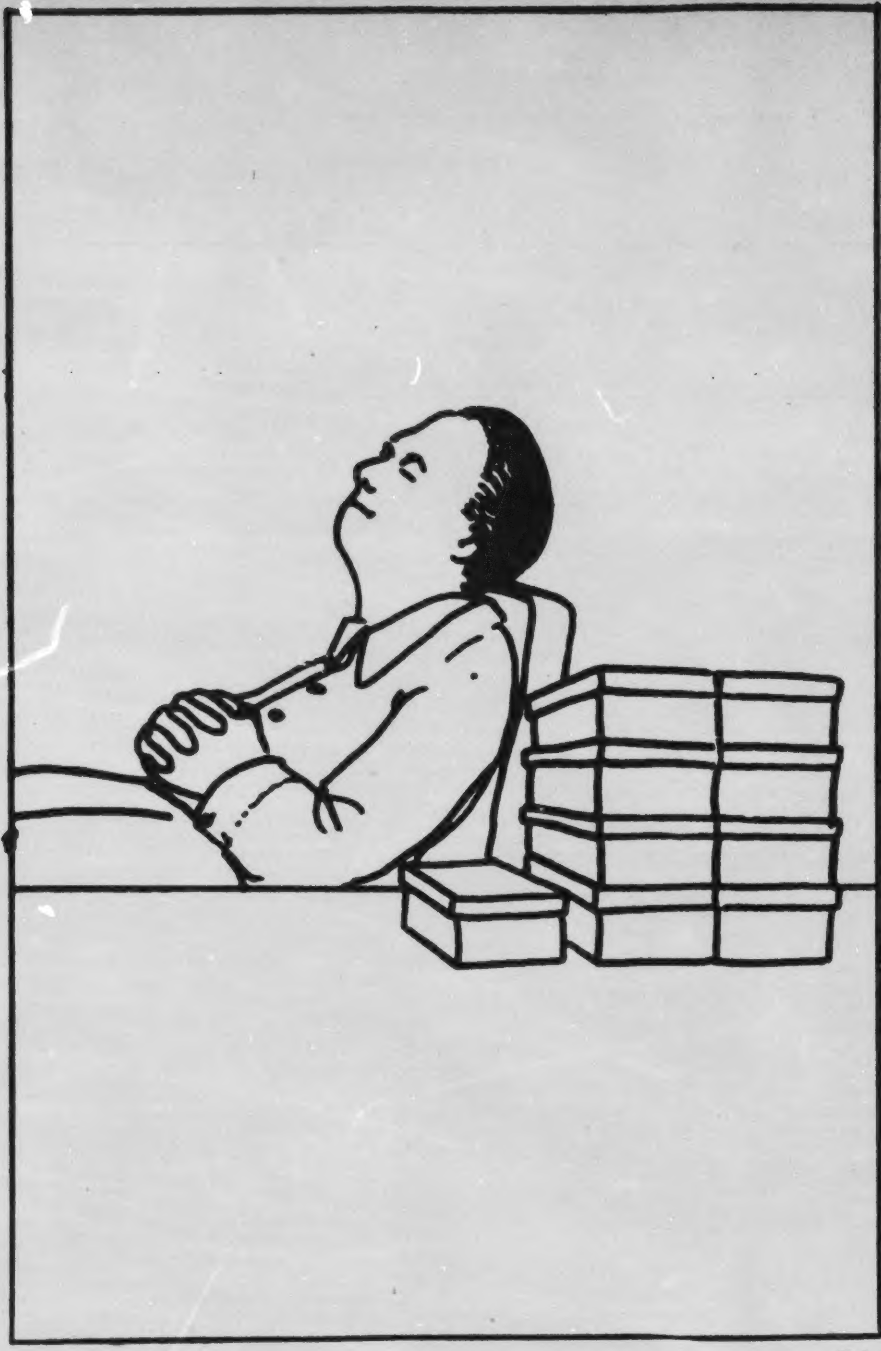
T elicits from Ss the information that worker should report to supervisor for a new assignment. Also, worker can ask permission to help co-worker who has heavier work load.

T outlines simple work situation, comparing busy, cooperative worker with one who is idle, and asks Ss which one will be employed longer.

T repeats learning sequence by randomly assigning unequal tasks, by observing Ss behavior and by having Ss discuss their feelings and thoughts about keeping busy during slow periods.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) keep busy, (2) ask supervisor for additional work after finishing assigned task, and (3) assist others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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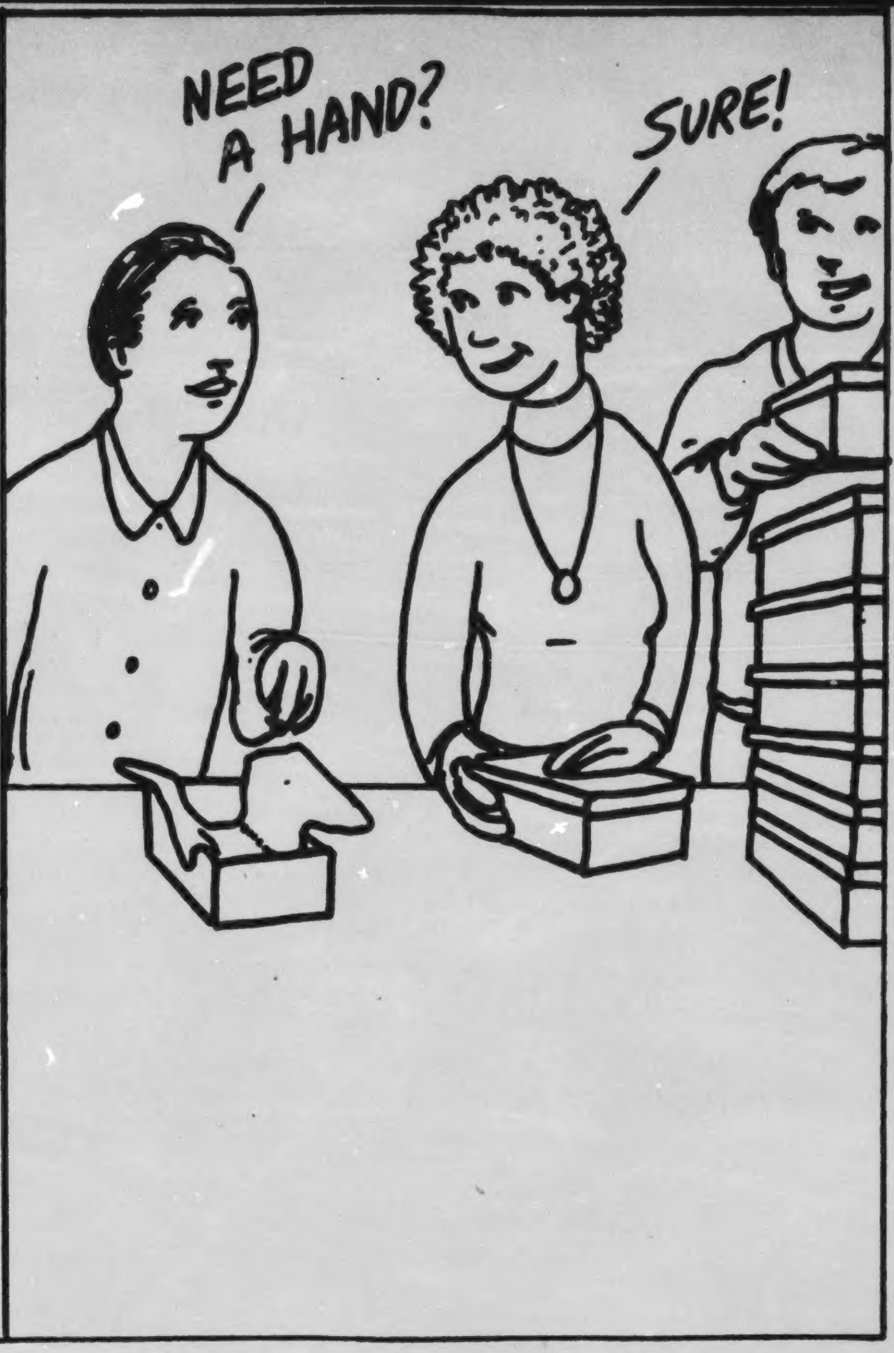

NEED A HAND?
SURE!

46

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows picture of people at work in a given trade. Ss identify activities.

T asks Ss why people work and encourages Ss during discussion to develop definition of a "working day."

T, comparing school hours to a working day, talks of importance of arriving punctually at school and after taking classroom breaks or lunch breaks, and asks for comparison between class hours and hours on a job.

T asks Ss to relate why it is important for workers to arrive on time, directing discussion to such words as "dependability," "good worker," "cooperation."

Role Play #1: T, with three Ss (S1, S2, S3), sets up simple task, requiring each S to do his share. T, after a short time, suggests that S2 leave activity. S1 and S3 must then complete task.

T asks class how others are affected by a tardy or frequently absent worker. T directs discussion in order that Ss understand that two workers must work harder to complete task assigned to three.

T questions class as to why when there is less work to do, one worker will retain his job while another will be fired.

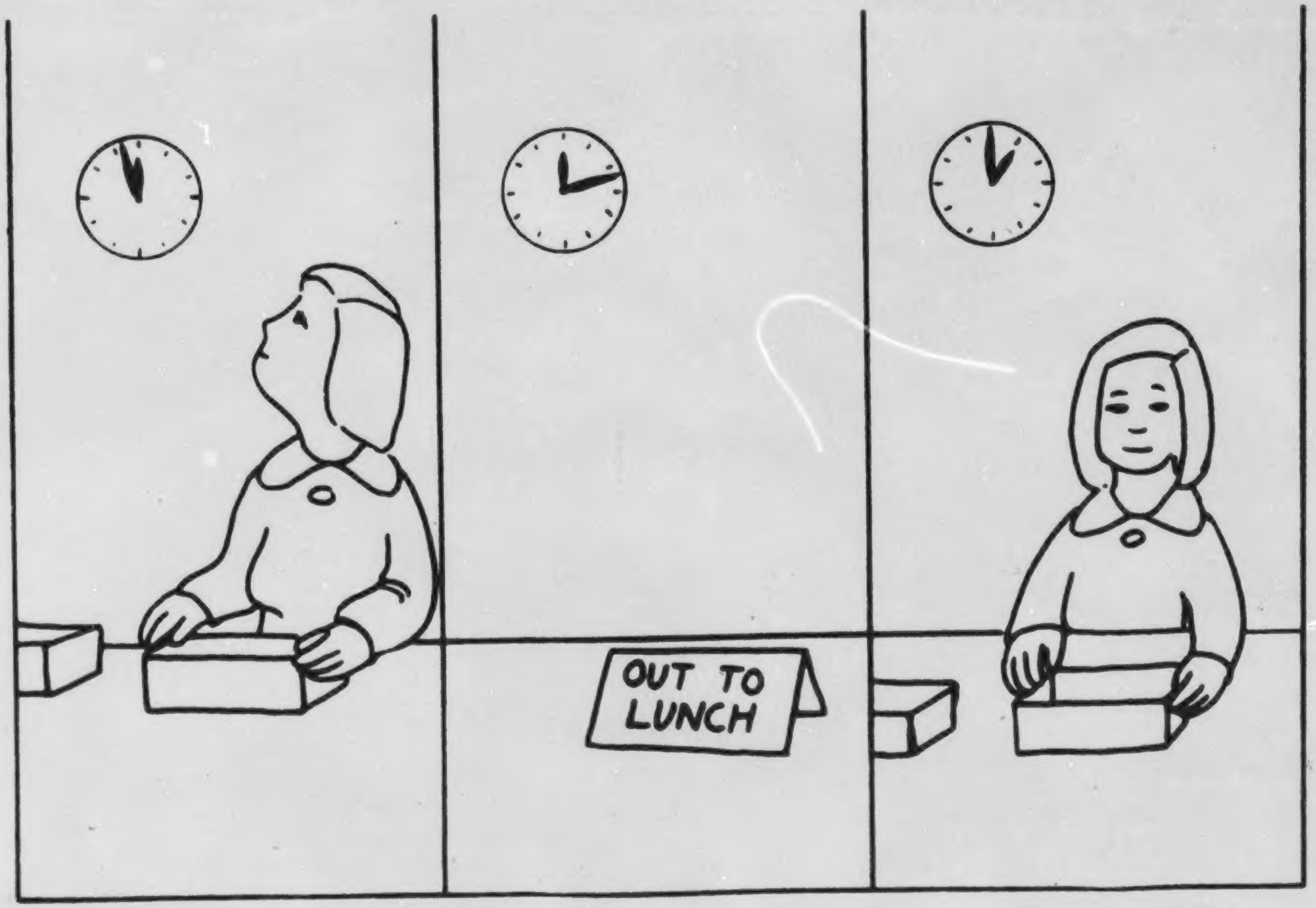
T asks class about what a worker should do when he must be absent or will be late getting to work. T elicits from Ss remarks about importance of telephoning company.

Role Play #2: T, using teletrainer unit and assigning a S to each role, sets up the following situation: worker calls in and explains why he will be late or absent; supervisor asks how late worker will be or when he will be able to return to work. T suggests proper phrasing and repeats exercise. Ss take turns playing different roles.

TOPIC: Punctuality (cont.)

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) arrive on time, (2) return from breaks on time, (3) return from lunch on time, (4) return from assigned tasks without wasting time, and (5) call in when sick or late.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



49

50

TOPIC: Relationship with Co-workers JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T performs a three-part task, illustrating and emphasizing relationship of each part to whole task.

T initiates a discussion of Ss' experience with team work.

T assigns three-part task to three Ss (S1, S2, S3). T instructs S1 to complete only his part of task. Task passes to S2, and then to S3. Remainder of class observes.

T, when assignment is completed, initiates discussion among observers to evoke reaction of team to such terms as "blame," "tattle," "sulkiness." T corrects as reactions occur.

T demonstrates correct way in which team should work, performing S1's part for a short time, then S2's and then S3's.

Ss repeat routine until cooperation occurs.

T explains to Ss necessity of performing individually assigned tasks, regardless of co-worker's assignment.

Three Ss are assigned separate functions: T observes reactions as one S finishes before others.

T, when task is completed, initiates discussion among class to elicit comments about S's behavior--who finished first, second or third. T observes individual's reaction to discussion and corrects as necessary.

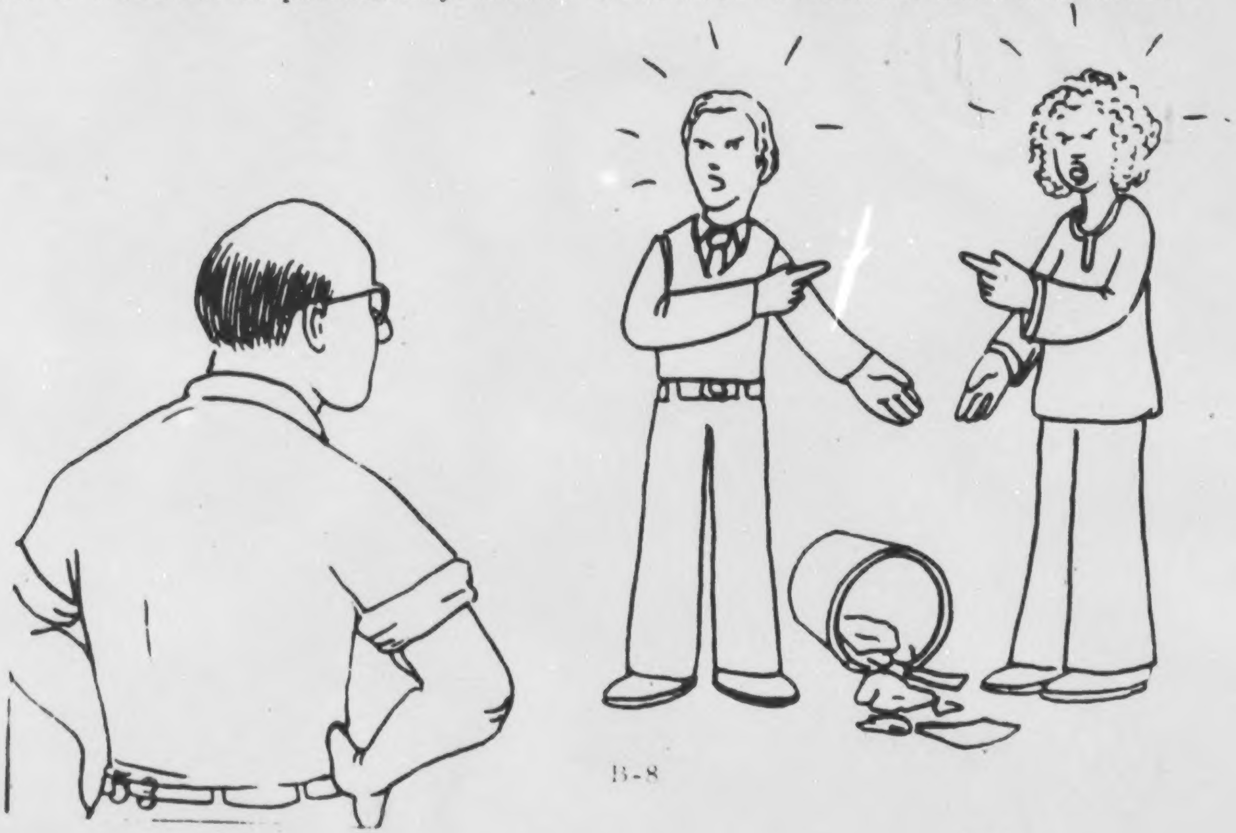
T stresses necessity of performing each assigned task industriously, without unnecessary conversation. T also impresses upon Ss the need to report to supervisor when finished.

T instructs Ss how to communicate and behave with co-workers in work situation. T encourages Ss to participate in role playing. T observes and corrects Ss' performances.

T encourages Ss to suggest how to communicate and cooperate in interpersonal relationships.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work (1) individually and (2) cooperatively in a team as directed, (3) without excessive talking, and (4) without sulking, blaming or tattling.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of occupational situations which depict relationship of customers to salesperson, or customers to other service personnel. T asks for identification of roles in each picture and elicits definition of the term "customer" from Ss.

T evokes information from Ss regarding customers' needs, function of worker serving customers, and manner in which worker provides service.

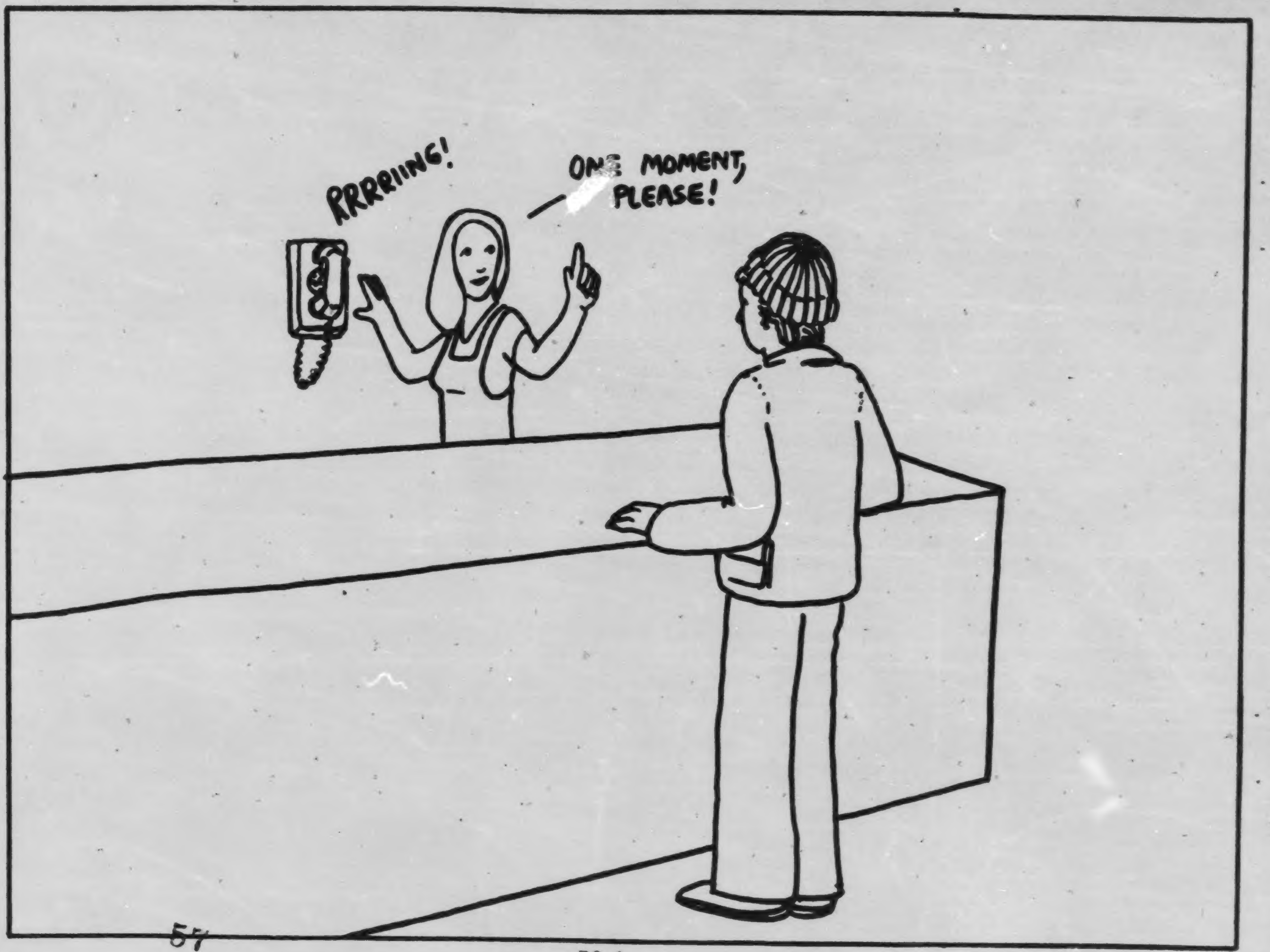
T directs discussion to point out that a business cannot proper unless customers purchase services or goods. Ss, during discussion, also perceive why customers prefer one place to another.

Role Play #1: T asks Ss to role play service personnel, while T plays customer. Remainder of class observes. Suggestions for improvement of service are solicited by T from Ss and corrections are made. T reverses roles: T becomes service person and Ss take roles of customers. Finally, Ss play both customer and worker role.

T discusses with Ss how service personnel should greet customers, answer their questions, direct them to other service workers, or ask them to wait.

Role Play #2: T and Ss role play a situation in which the customer comes into the store and asks a clerk for "Mr. Jones," the manager. The customer is told to wait a few minutes and is asked to sit down. T plays clerk and S plays customer. Remainder of class observes. The role is replayed by all the Ss. After each role play, T discusses and criticizes with class participants' performance of target behavior.

In further discussions, Ss perceive that correct telephone manners play an important role in sound customer and service personnel relations.


RRRRIING!
ONE MOMENT, PLEASE!
57

B9-1

TOPIC: Relationship with Customers (cont.) JOB-REQUIRED BEHAVIORS

T assigns Ss to a work station from which Ss must assist entering customers. T, after observing Ss' performances, determines which role play to choose for further learning and practice situations.

Role Play #3: Using teletrainer unit, T outlines a simple activity, such as a customer calling for information. Ss act out situation, using proper greetings or responding as required. T stresses importance of articulate speech and mature behavior. T rotates exercise so that all Ss have a chance to participate.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) greet a customer, (2) identify his needs, (3) assist him as required, or (4) refer him to another service worker.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Supervisors

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T outlines simple work situation in which classroom is used as work setting. T assigns a pair of Ss to each work station. T plays role of supervisor, Ss play workers. Remainder of class observes.

T elicits from Ss definitions of "supervisor's" and "worker's" roles and relationship.

T repeats role play with each pair of Ss.

Role Play #2: T, as supervisor, assigns short-term, separate tasks to first pair of Ss. Class observes workers' responses and actions.

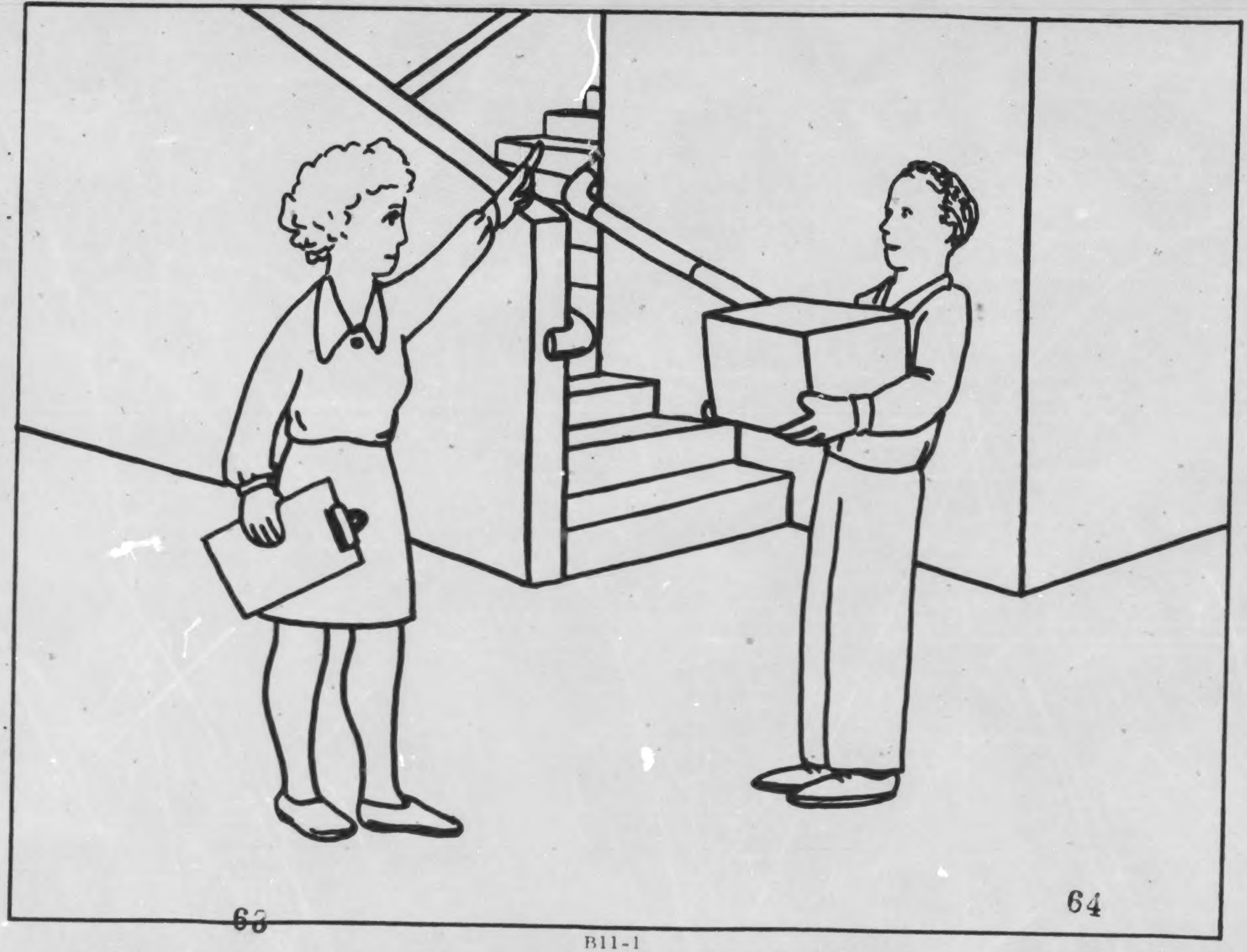
T praises good work, asks for suggestions from class to correct workers' reactions and responses to supervisor's instructions.

T elicits following suggestions from class about what worker should do when:

- he doesn't know how to perform an assigned task
- he doesn't know whether supervisor may be interrupted to answer employee's question: T should emphasize correct process used
- he needs help and supervisor is absent
- he advises supervisor that task has been completed

T and Ss review and discuss all steps.

Lesson is repeated with two different Ss playing workers until all Ss have played role of worker.


63
64

Lesson is then repeated with another S playing role of supervisor.

T leads discussion of supervisor's and worker's roles and relationship.

Role play is repeated until each S has played supervisor.

T assigns short-term tasks to Ss, giving them specific instructions as to procedure. T makes notes on all Ss' performance in terms of target behaviors.

T leads Ss in discussion of how well they thought they approached target behavior and clarifies any misperceptions S may have.

T reinforces S's use of target behavior.

T repeats previous learning sequence by reassigning tasks and by discussing Ss' perception of roles until they regularly demonstrate target behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) accept supervision, (2) follow instructions, (3) work steadily until assignment is completed, and then (4) report to person in charge.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Reporting to Supervisor or Person in Charge

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss a film which depicts a worker and supervisor relationship.

T elicits Ss' responses to film and determines whether Ss clearly understand worker and supervisor relationship.

T questions Ss about the behavior that will be expected of them when they are employed. T directs discussion to have Ss remark upon necessity of reporting to supervisor or person in charge as directed (1) after having been hired, (2) when coming to work, (3) after punching time card, and (4) while awaiting supervisor.

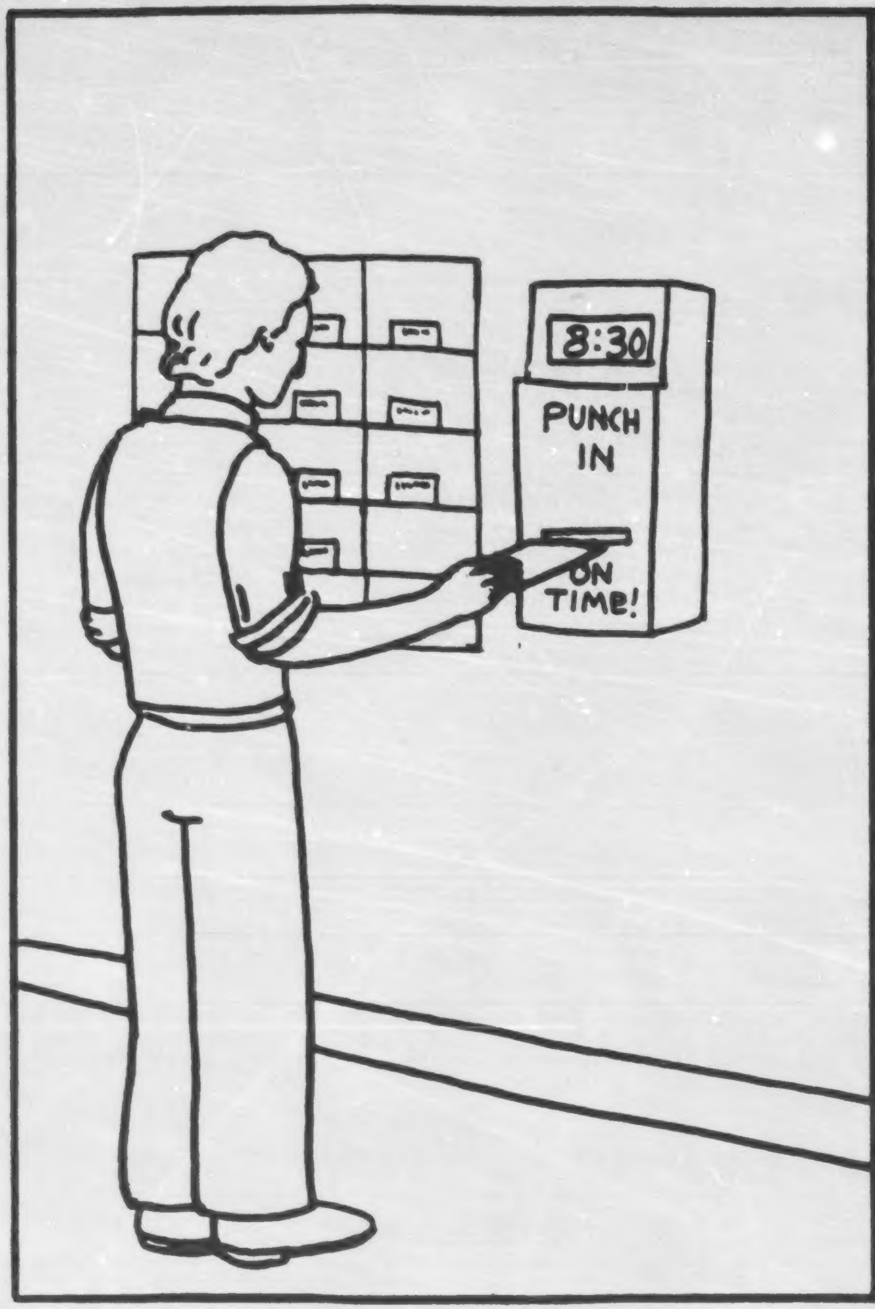
T discusses with Ss what worker should do when he has finished his assigned task. S responds either True or False:

- ask supervisor whether there is additional work to do
- question co-worker whether there is additional work to do
- ask to share co-worker's work
- tell other co-workers what to do

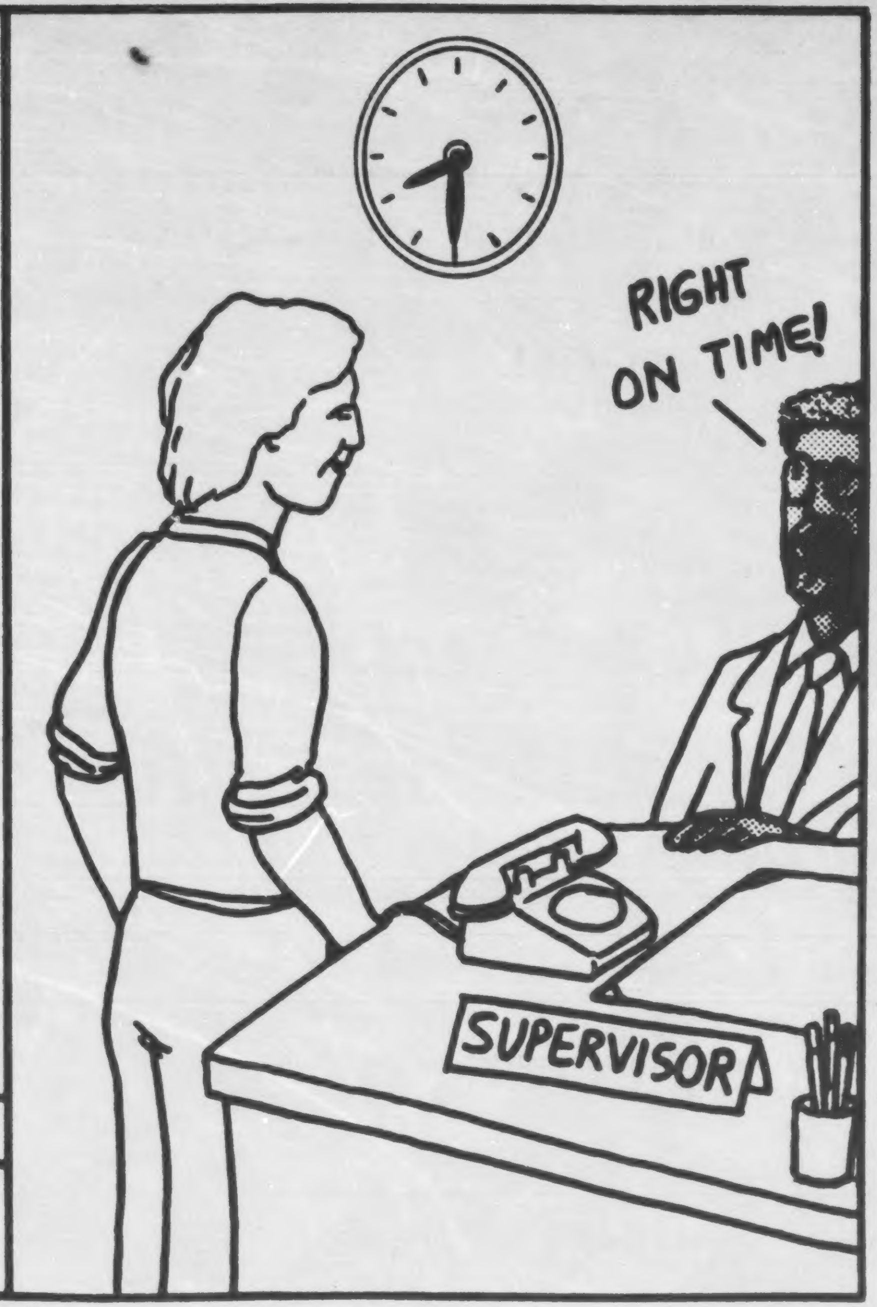
T evaluates answers, seeking each S's understanding of his own sense of responsibility and of his decision making ability. T then clarifies, if necessary, and stresses that S should not report to persons other than his immediate supervisor.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) report only to supervisor or person in charge, (2) upon arrival, (3) after completing assigned task, and then (4) await supervisor at work station.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


8:30
PUNCH IN
ON TIME!

69


RIGHT ON TIME!
SUPERVISOR

70

TOPIC: Riding in Elevators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T demonstrates how to step into elevator, avoid tripping, move to back of car, turn around to face front and leave. T stresses safety factors: making sure before boarding that doors are completely open, that car is level with floor outside, and that all passengers who are getting off have done so.

Ss take turns stepping into elevator, following instructions on where and how to stand.

With all Ss facing front in elevator, T demonstrates how to push buttons for floor selection.

Ss, one at a time, call out floor numbers and push buttons according to instruction.

T demonstrates to Ss how to leave car, stressing safety factors: waiting until door is completely open and car is level with floor before leaving elevator.

Ss take turns calling out floor numbers and push buttons according to instructions. When elevator arrives at given floor, Ss leave safely.

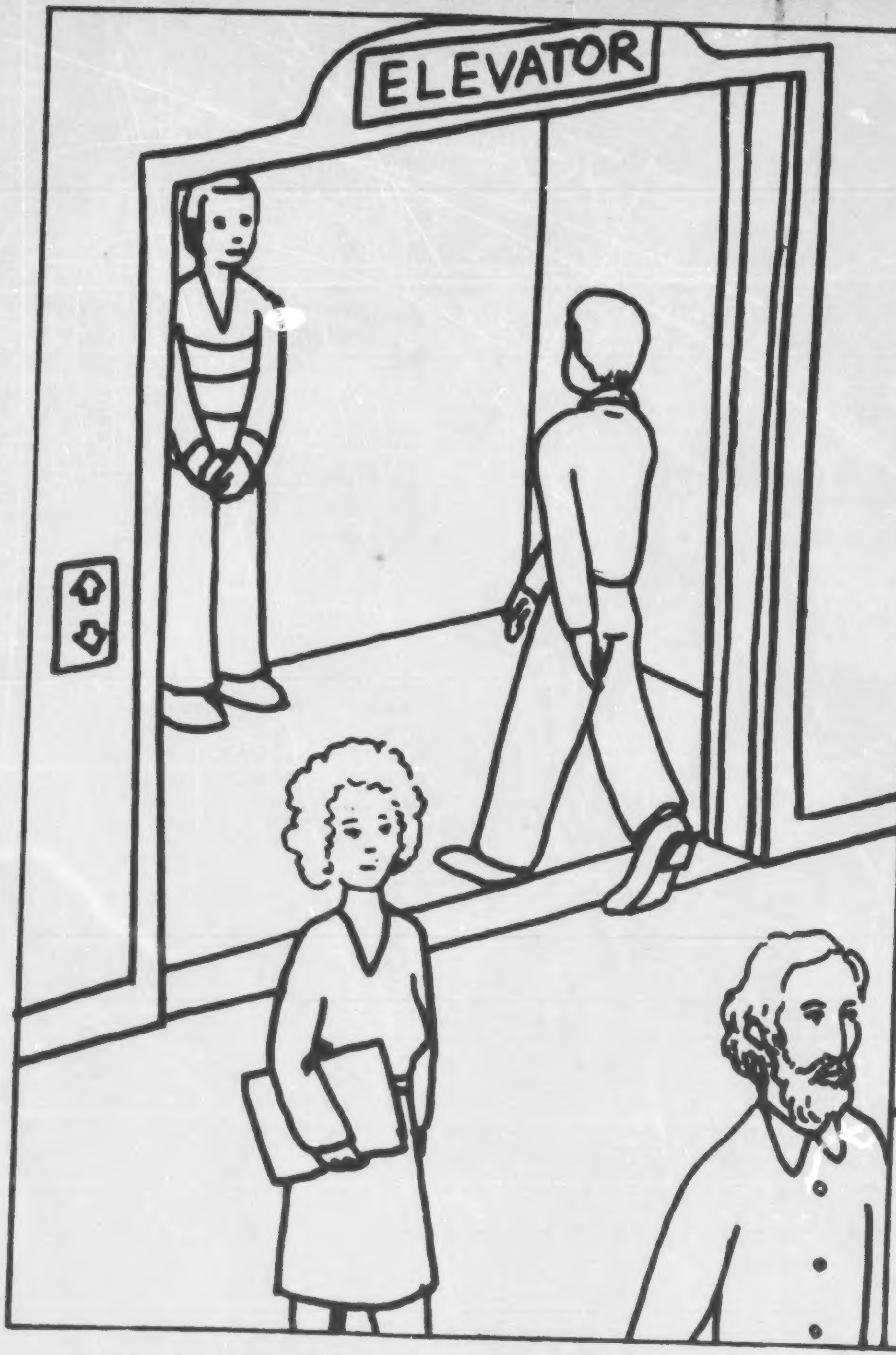
T demonstrates to Ss how to inform elevator operator of floor to which they wish to go.

Ss practice informing the operator or T, who acts as operator, of desired floor.

T instructs Ss how to ride freight elevators, stressing that, for safety reasons, touching freight carried in elevator should be avoided.

PERFORMANCE OBJECTIVE: After completing this topic, S, without supervision, will be able to (1) board elevator safely, (2) press button correctly or inform operator of desired floor, (3) leave elevator and (4) ride without touching freight or passengers.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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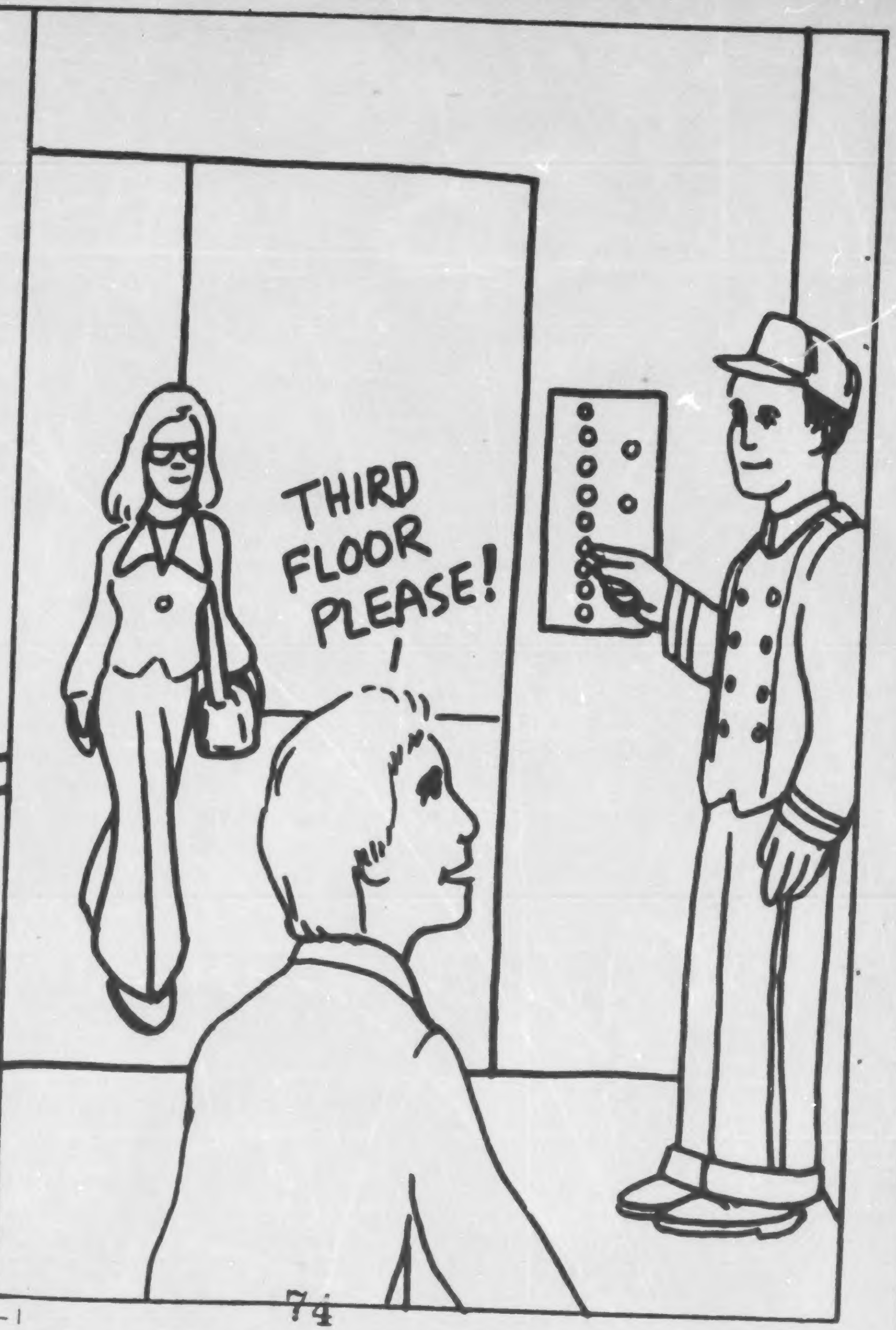

THIRD FLOOR PLEASE!

74

TOPIC: Riding on Escalators

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T points out difference of UP and DOWN escalators to Ss. With escalator in stationary position, T asks T's assistant to demonstrate how to step on escalator, onto rail, slide foot onto step and remain on one step until it is time to get off.

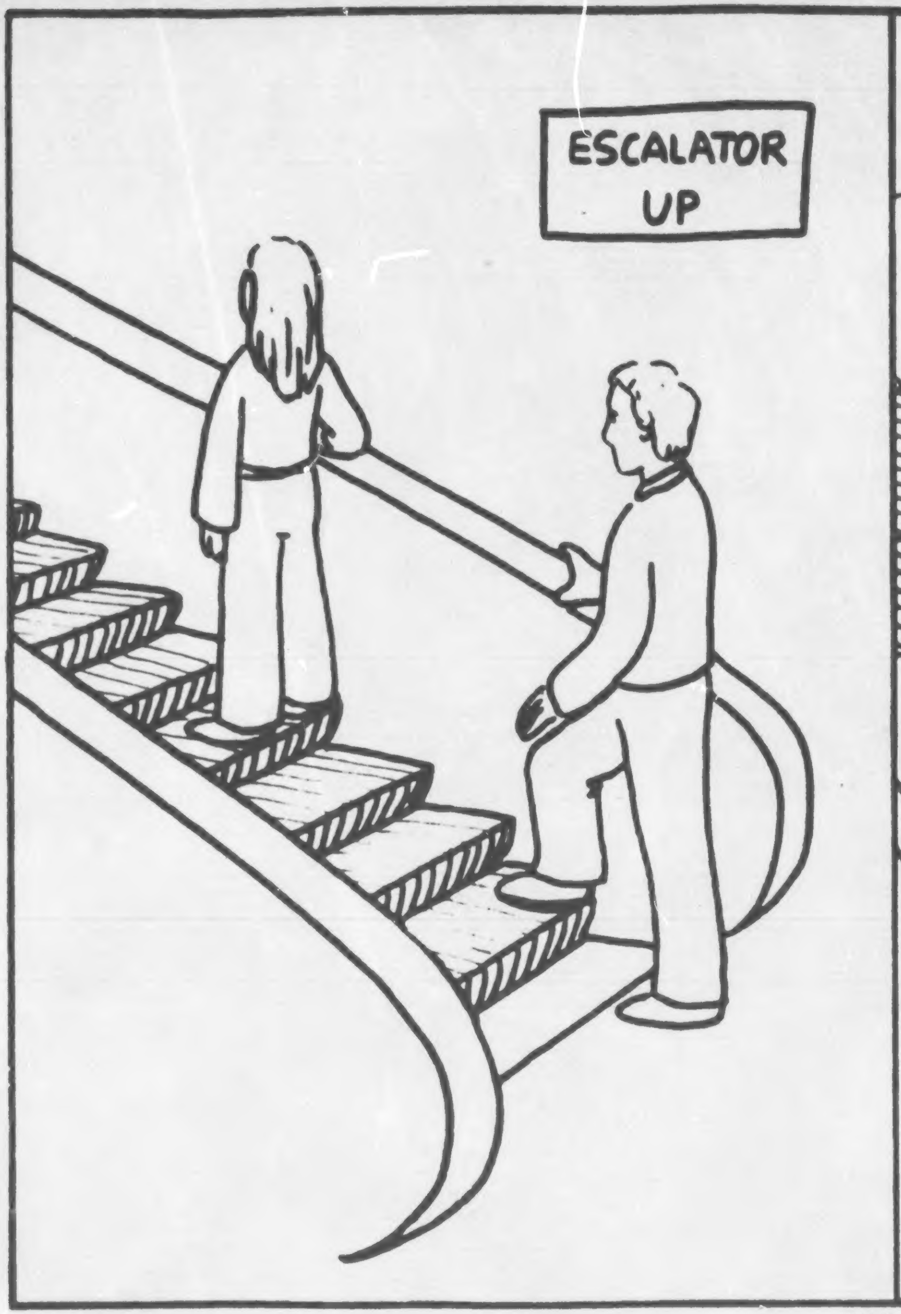
With Ss taking turns, T accompanies each S, in turn, onto escalator, stands in front of S, steps off escalator ahead of S, turns around and watches carefully as S steps off escalator. T escorts each S on DOWN escalator and returns to starting position. T's assistant remains with other Ss.

T goes to top of UP escalator, while T's assistant remains at bottom. S volunteers take turns, riding escalator alone to top. When all Ss have made trip, T moves with Ss to top of escalator and each S makes return trip alone.

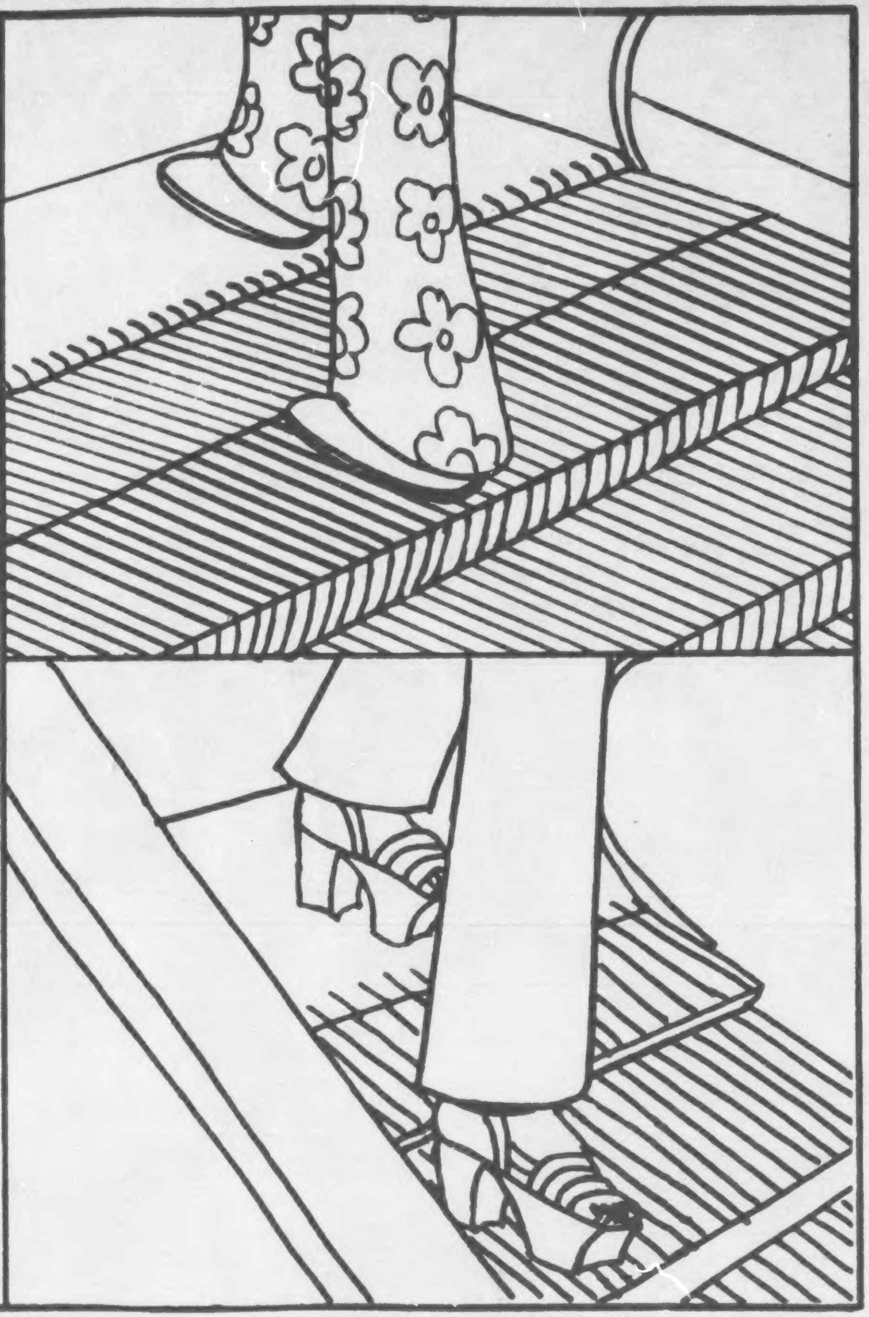
T discusses such safety aspects as standing still and avoiding horseplay when riding on escalators.

PERFORMANCE OBJECTIVES: After completing this topic, S will be able to (1) board, (2) ride, and (3) leave an escalator safely and unsupervised.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


ESCALATOR
UP

77



78

TOPIC: Sitting or Standing for Long Periods of Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of workers sitting or standing while performing their tasks: assembly line workers, sewing machine operators, cashiers. T directs discussion of difficulty of standing or sitting for extended periods of time. T further compares advantage of wearing comfortable clothing vs. restrictive clothing.

T asks Ss for suggestions on how to alleviate strain while working. T directs conversation to point out that worker cannot leave his place at will, but must remain at the assigned task.

S sits in chair at table placed in front of classroom, so that other Ss can obtain a side view. T instructs S to slouch, then to straighten spine and sit erect, with base of back supported by back of chair. T instructs S to relax shoulders and keep forearms on table. T explains to class during demonstration how slouching affects the spine. T instructs S to relax while sitting, to breathe through nose, exhale through mouth.

Each S in turn performs sitting exercise above.

T repeats demonstration with S standing in front of classroom. T requests S to slouch while putting weight on one foot. T then asks S to stand straight, weight balanced evenly on both feet, shoulders and head relaxed.

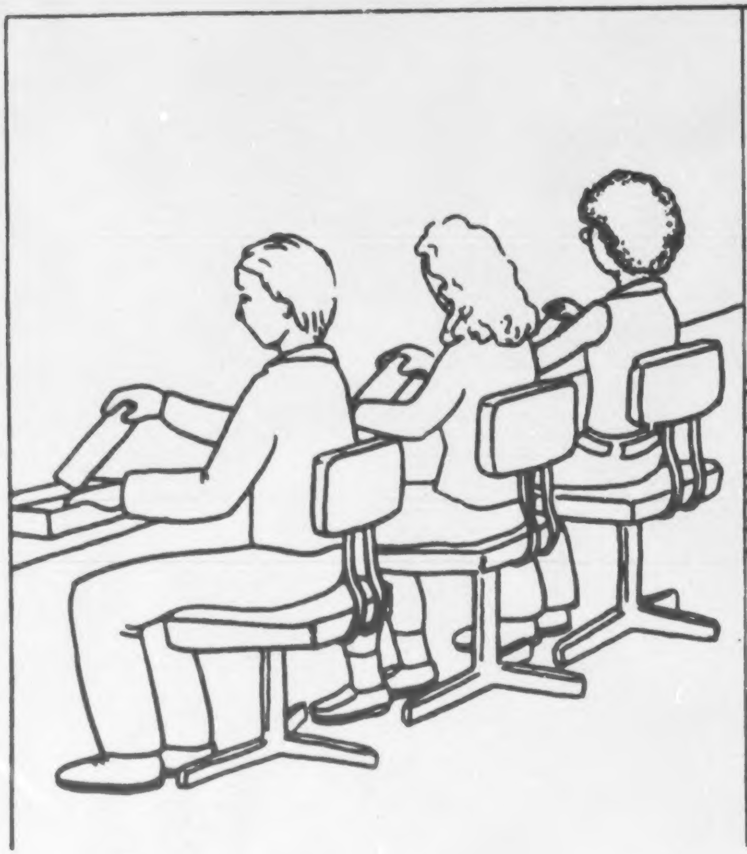
Each S in turn performs standing exercise above.

T asks Ss when it would be permissible to leave assigned tasks, eliciting from Ss the response that breaks, and periods when bathroom facilities have to be used, are an acceptable time. T initiates and directs discussion so that Ss become aware that fidgeting is unacceptable and that it would be wise to walk about for a few minutes during breaks.

TOPIC: Sitting or Standing for Long Periods of Time (cont.)

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) sit and (2) stand correctly (3) without fidgeting and (4) remain at assigned task until given permission to leave. S also relaxes (5) by doing breathing exercises.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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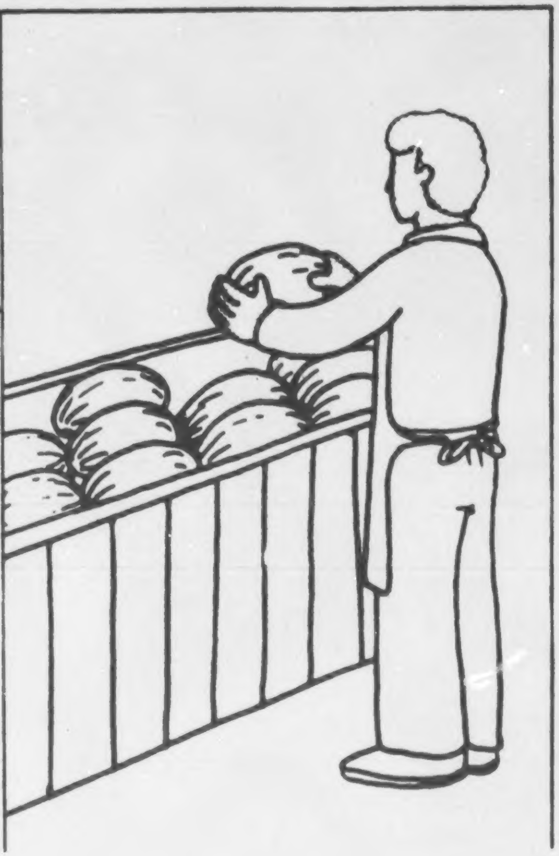


82

TOPIC: Stooping or Kneeling for Long Periods of Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T initiates discussion to elicit from Ss knowledge of correct standing, sitting or kneeling posture.

T demonstrates correct way to pick object from floor by squatting, picking up item and standing straight.

T asks Ss to repeat demonstration.

T stresses that weight should be distributed evenly on balls of feet. T handles prepared materials, stressing straight back position. T rises to a standing position, flexes each leg slightly and raises both arms in an upward stretch position to pull out muscles in shoulders and vertebrae.

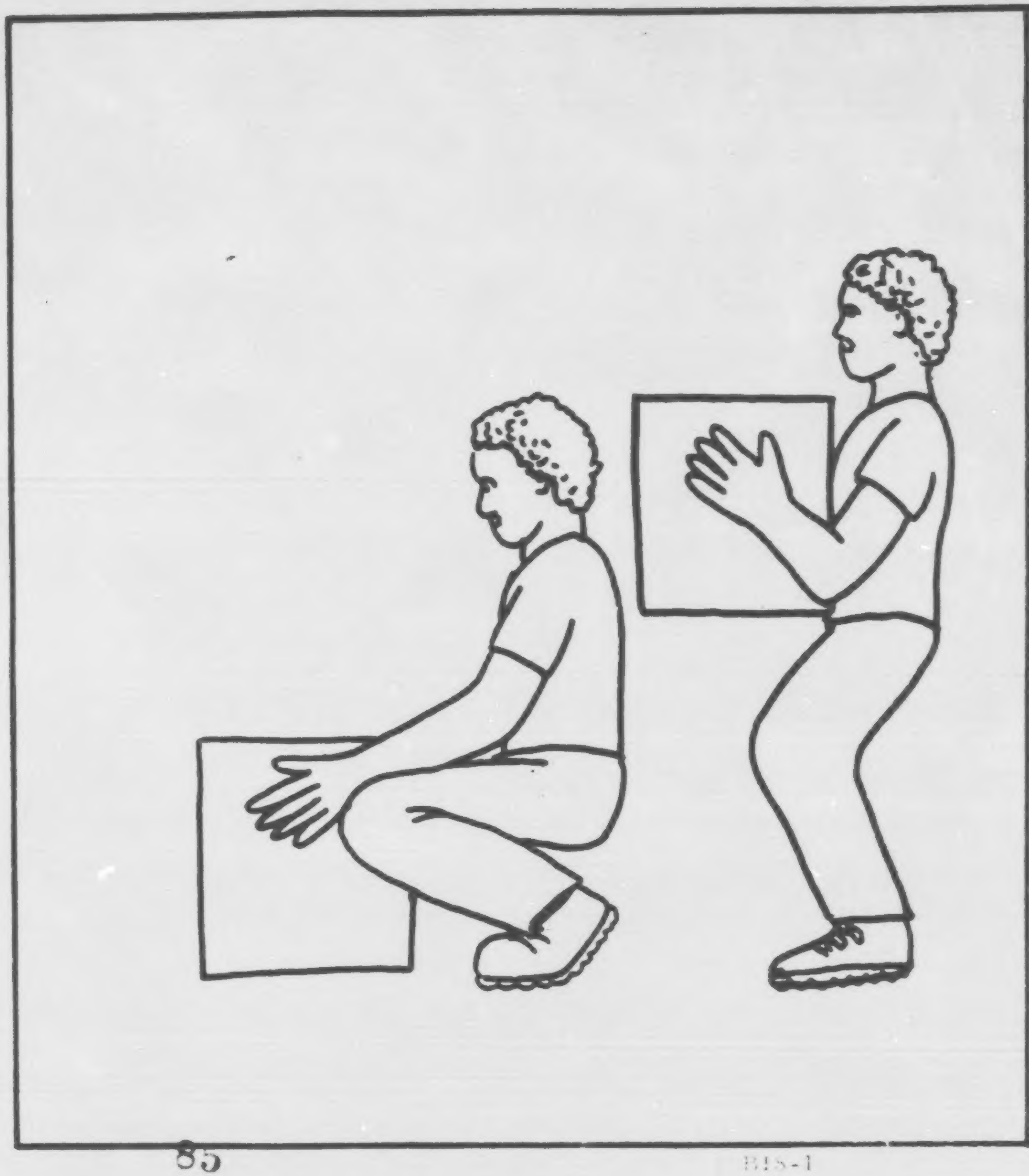
T asks to repeat demonstration.

T drops to kneeling position and works with prepared materials for a length of time while talking to Ss. T leans back on heels to change position. T rises to standing position, using same relaxation exercise outlined above.

T asks Ss to repeat demonstration.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably a job which requires (1) stooping or (2) kneeling for extended periods.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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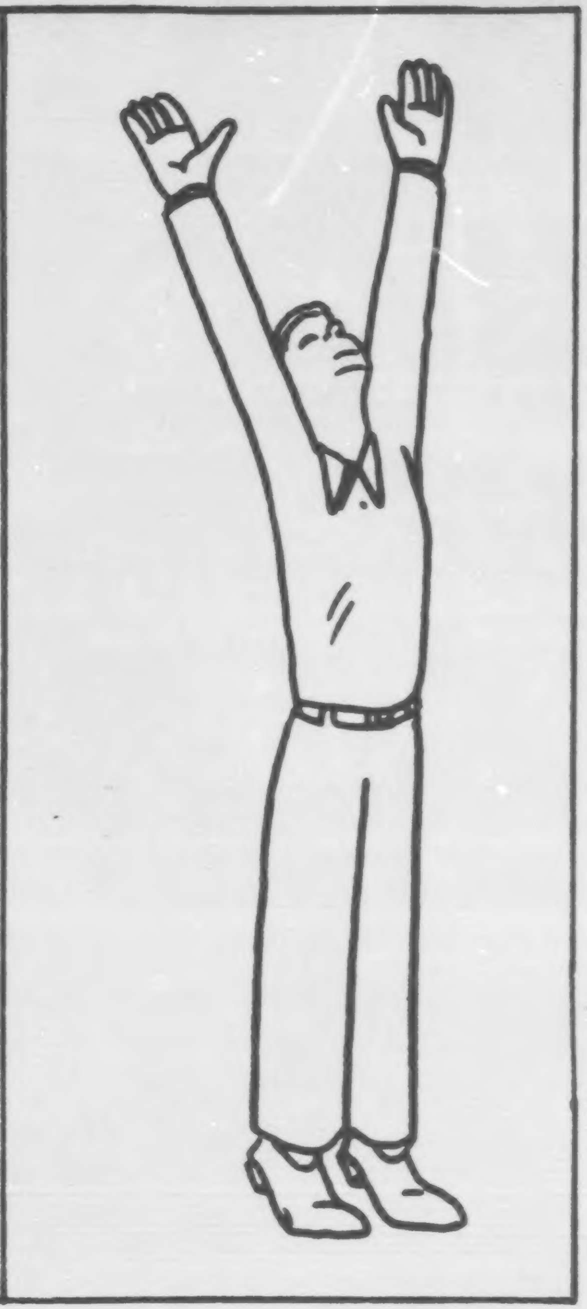

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TOPIC: Working Above One's Head

SUGGESTED INSTRUCTIONAL ACTIVITIES:

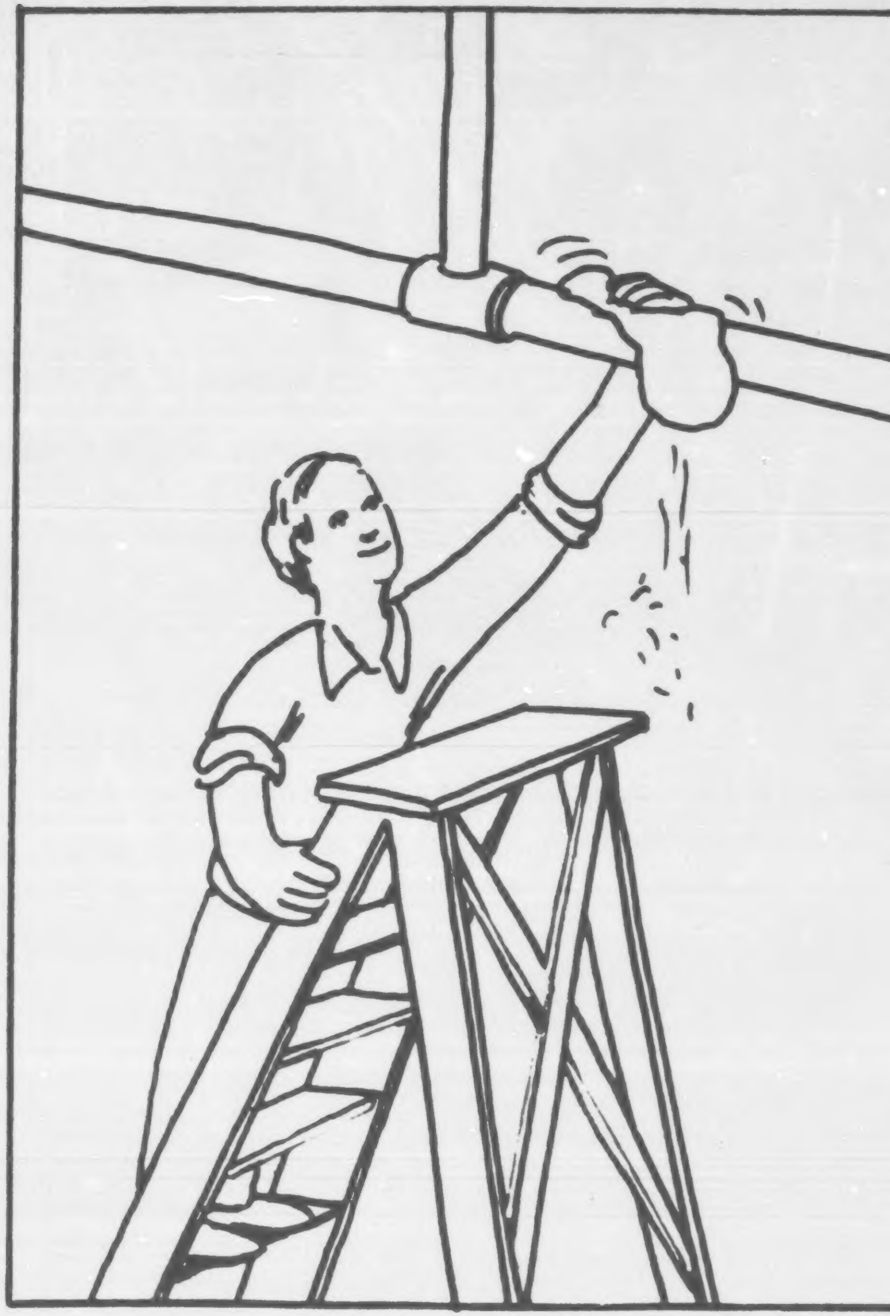
T discusses the many jobs in a place of employment which require working above one's head. T explains that usually a stepladder is used, which has to be balanced carefully to prevent person from falling. Jobs such as handling and cleaning lighting fixtures require special care so that fixture does not fall or break. Overhead dusting requires a ladder, which should be placed in a position so that the dust does not fall on person's face or head.

T sets up stepladder a few feet from overhead work area and proceeds to dust ceilings and overhead grates with a long-handled duster and vacuum with hose extension. Standing on stepladder, T carefully removes, then cleans and reinstalls, a fluorescent tube and two incandescent light globes. T stresses that face should be protected at all times.

S completes several tasks, using care in working above his head as instructed.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably at a job which requires working above one's head.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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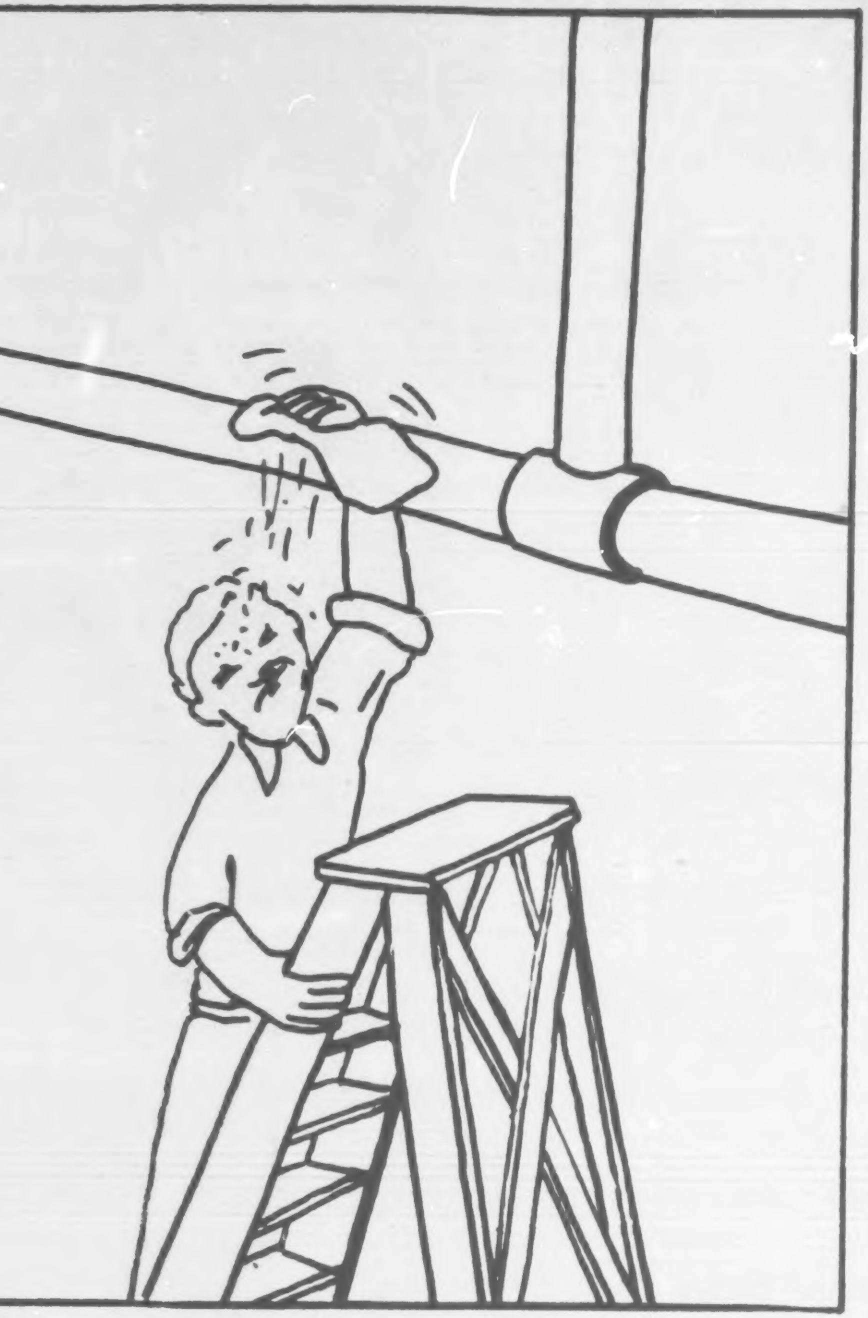


90

TOPIC: Working Alone

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T focuses with Ss upon the meaning of the words "independent" and "responsible" so that these words become the central point of lesson.

After discussion, Ss are asked how they think they would act independently on a job. T also asks Ss' definition of the word "responsible."

T assigns each S a given task in the classroom. Each S performs his job independently, unsupervised and unguided by T, but T quietly observes activities.

After lab session, T reviews completed work with Ss. Ss who did not complete assigned task are asked for reasons: daydreaming, hindering others, talking and leaving the work station are stressed as activities which interfere with work.

T then asks Ss what would happen if a job for an employer were not finished. T reviews meaning of the words "independent" and "responsible."

T reassigns Ss to tasks, stressing emphatically the need to stay with a job and finish it. At next lab session, T again observes Ss' behavior.

T leads discussion of Ss' work activities and how well Ss thought they were behaving in terms of independence and responsibility. T reinforces and clarifies their perception.

T repeats previous learning sequence of assigning tasks and having Ss discuss their perceptions.

PERFORMANCE OBJECTIVE: After completing this topic S will be able to (1) work independently at a specific task, (2) complete it without supervision, (3) within a specified period of time.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working in Crowded Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in crowded areas, e.g., stocking goods in a narrow supermarket aisle, cleaning a lunch counter during busy periods, moving a merchandise cart in a department store. T then directs the discussion toward the problem of working in crowded areas. T illustrates, referring to Ss' own experience with crowded situations, the need for caution when moving carts, backing up, turning around, moving suddenly and lifting things.

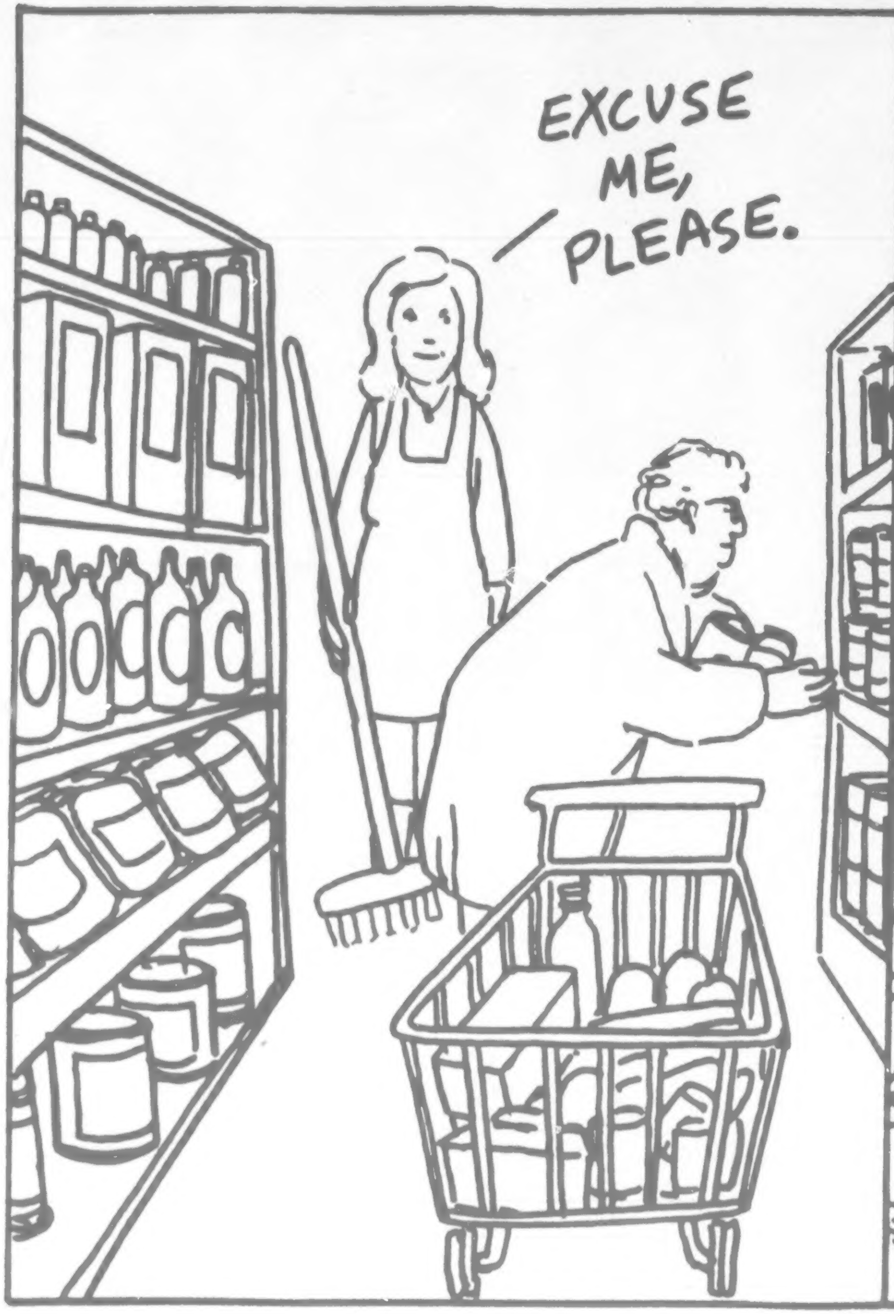
T shows Ss pictures of young people working in crowded areas, including several which show the workers handling tools and equipment in a manner which is hazardous to others. T asks Ss to identify the hazardous situations and to explain how a worker can do the job safely. T stresses the need for caution in handling or using tools when moving or turning around.

T stresses the importance of keeping the working area orderly and cleaning up as required when moving to different locations.

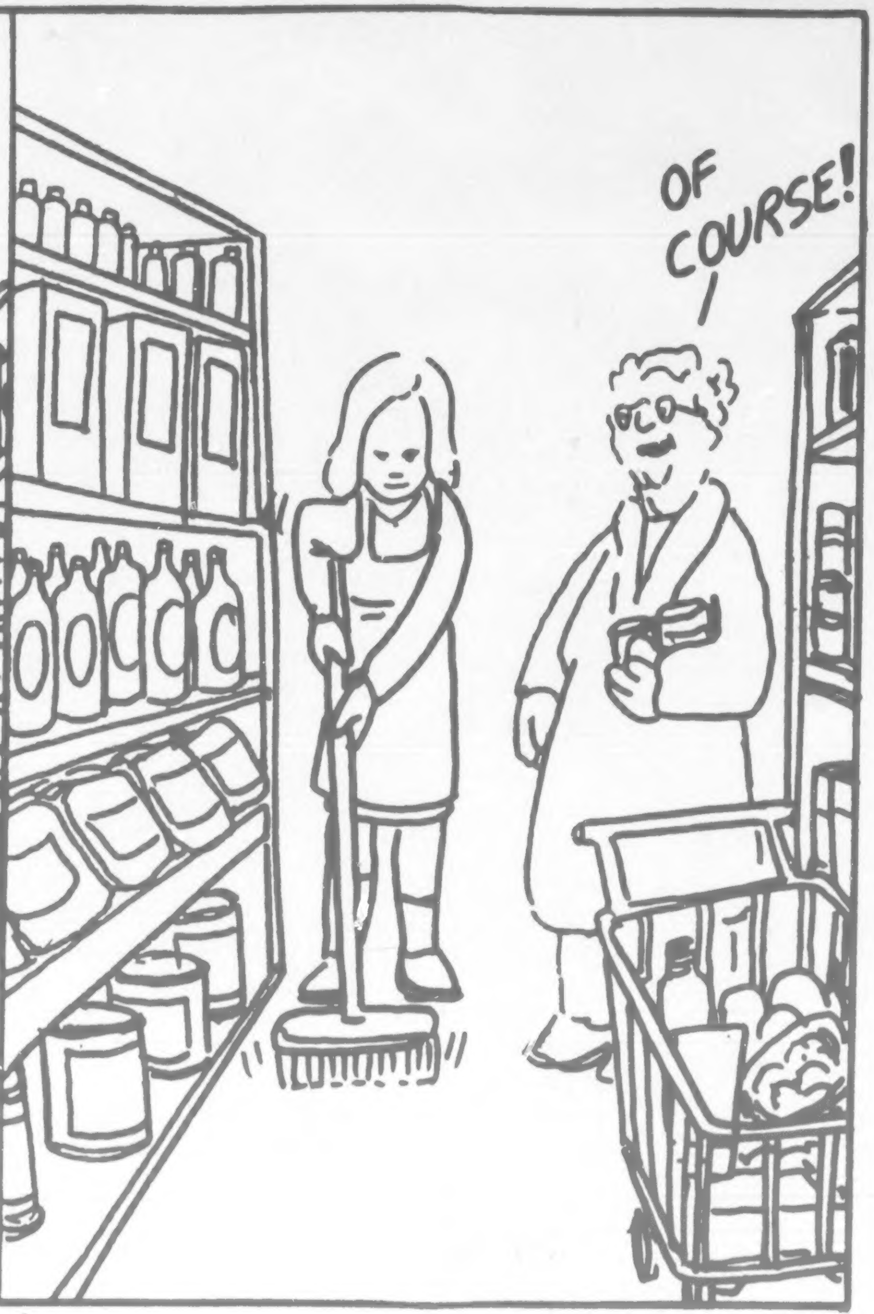
T arranges for each S to work in a crowded area and observe S's performance of the target behaviors. If required, T structures training situations in which S can further practice the desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a crowded area by (1) taking precautions not to endanger other workers or passers-by and (2) maintaining orderliness and neatness of work area.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


EXCUSE ME, PLEASE.

95



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TOPIC: Working in Loading Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

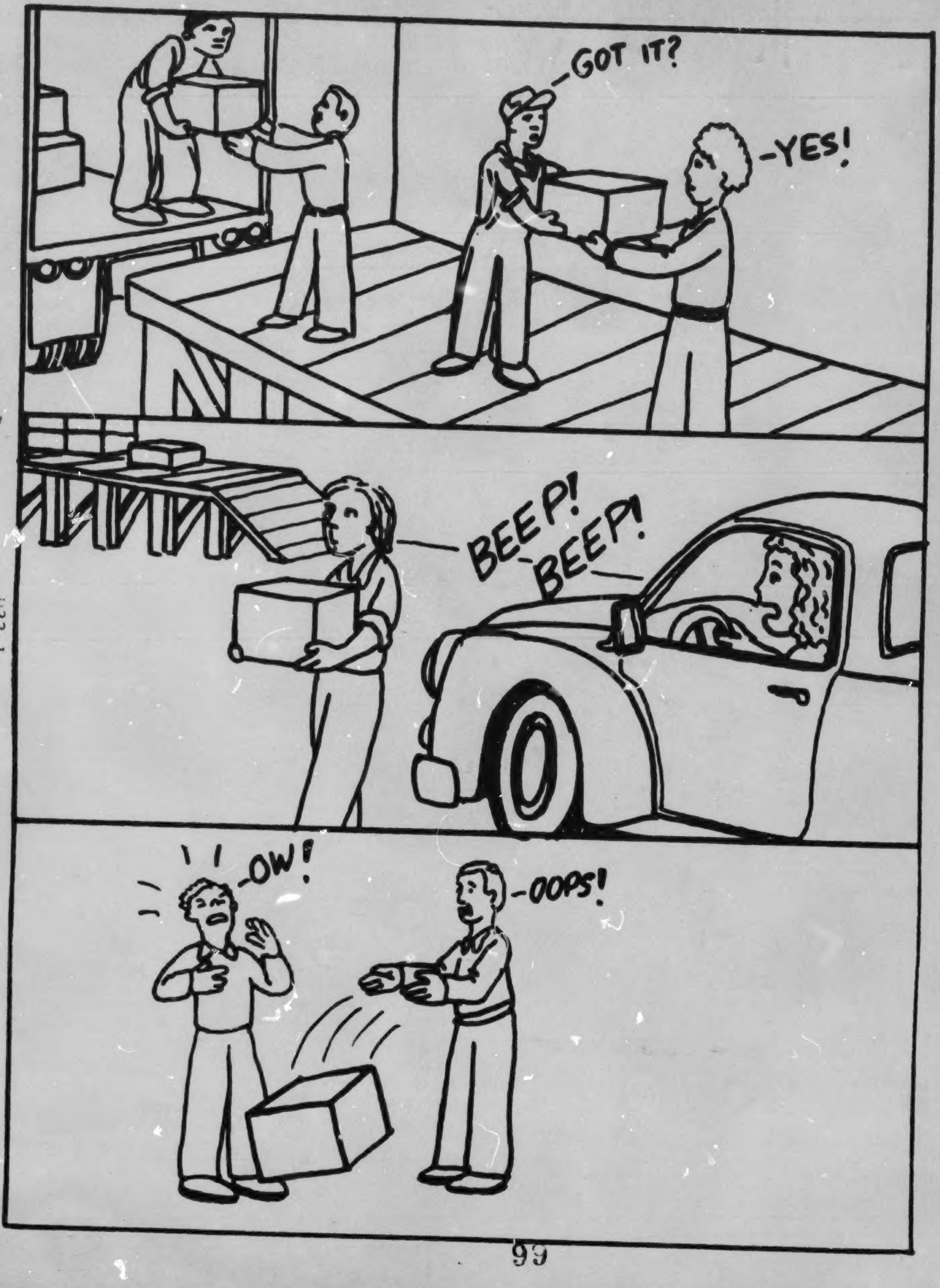
T exhibits several pictures of young people working in different loading areas such as a department store, outdoor truck-loading platform, airport baggage room, supermarket stockroom conveyor belt and chute. Ss draw upon their own experience in discussing with teacher the hectic activities and hazards of these areas. T emphasizes the need to follow instructions and safety rules, to be aware of the whereabouts and actions of other workers, to be on the alert for moving objects and vehicles, and to avoid daydreaming.

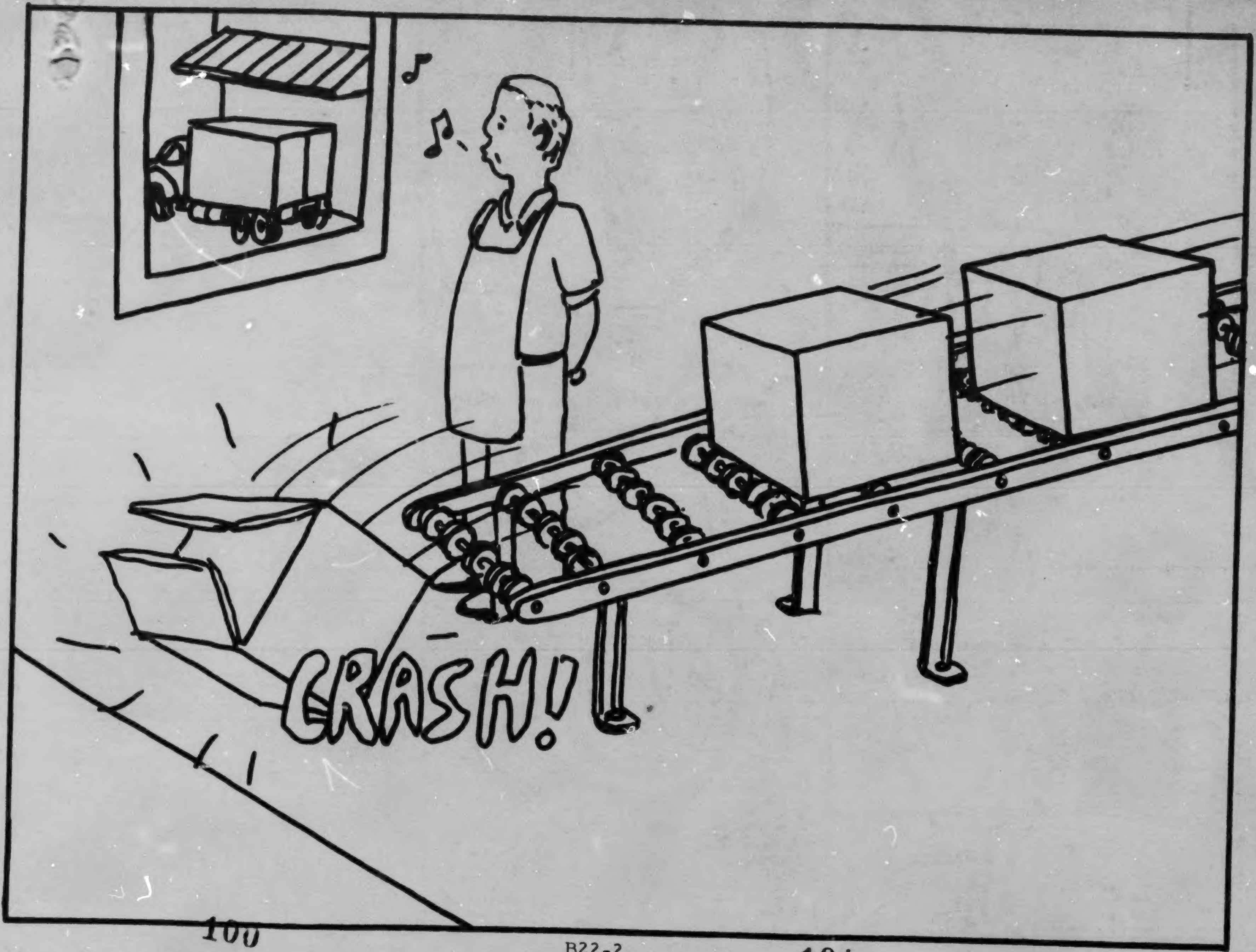
T arranges for S to work in simulated or actual loading areas and observe S's performance of the target behaviors. If required, T structures training situations in which S can practice desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a loading area without endangering himself or others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

B22-1


GOT IT?
YES!
BEEP! BEEP!
OW!
OOPS!



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B22-2

101

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in public areas with strangers walking by, e.g., sweeper on railroad platform, wrapper at cashier's desk in department store, stock clerk in supermarket. T then has class define the phrase "working in public." Ss become aware during discussion that workers should avoid being distracted by passersby.

T exhibits similar pictures: one of them shows a sweeper pointing towards the lavatory with the sign "Men," and another depicts a worker stepping aside for a person pushing a cart. T leads a discussion to differentiate between working in public and answering questions, giving directions, getting out of someone's way, and becoming distracted by passersby, talking spontaneously and neglecting the job.

Role Play #1: S plays a customer looking for candy and T plays a stock clerk in supermarket. T is overly friendly and talks about unrelated things, then tells customer where to find candy.

T asks class to react to situation and directs Ss to identify incorrect and suggested correct behavior.

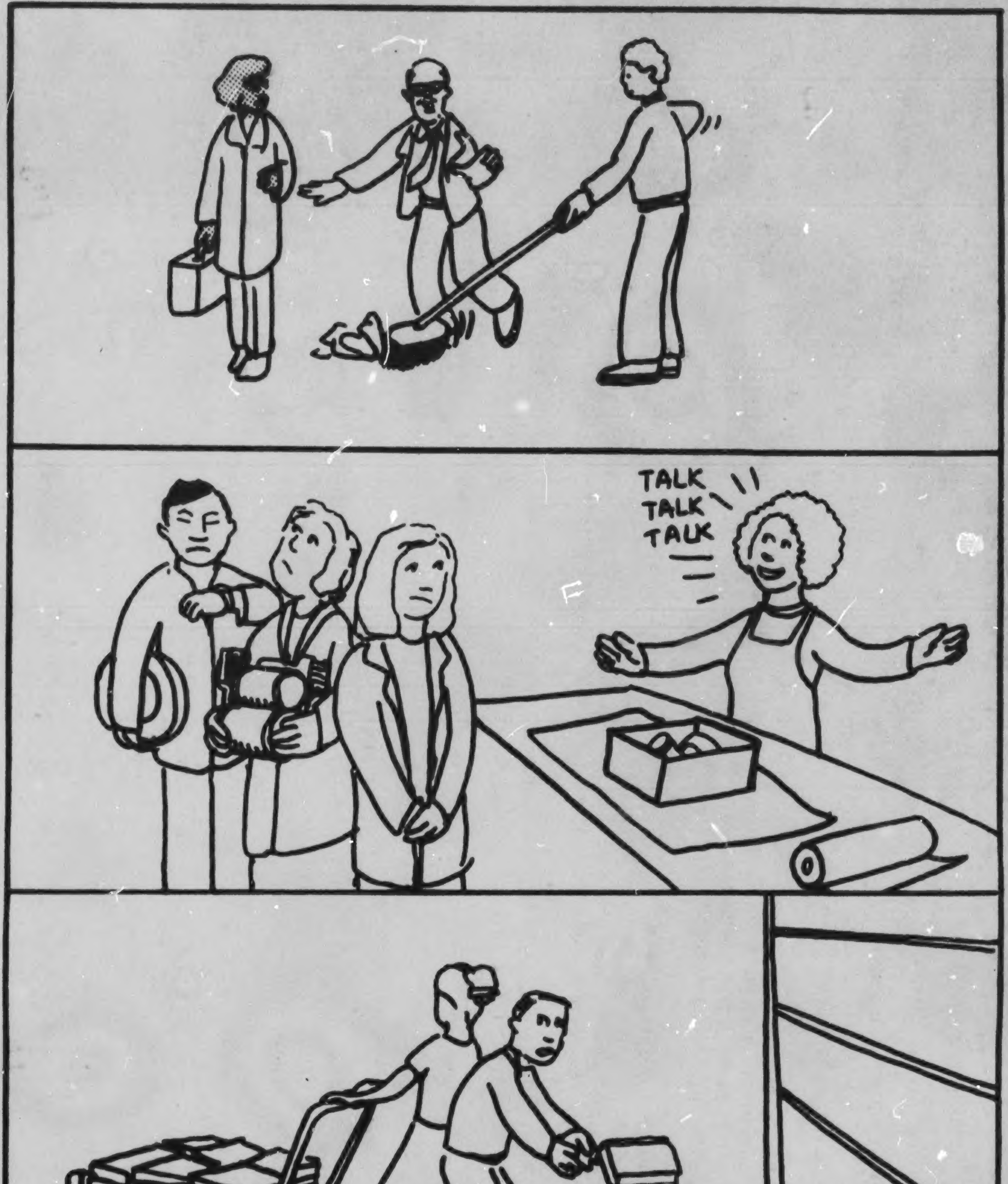
Role Play #2: Role play #1 is replayed with T acting as customer and S acting as stock clerk. Role play is repeated with several Ss.

T asks Ss to compare the difference between social and working relationships. Ss should point out what while on the job they should not become involved with passersby or their activities except to answer pertinent questions.

T arranges for each S to work alone in contact with the public to observe his performance.

If required, T structures a role play, similar to role play #2, with the Ss who need further practice acting the role of the worker.

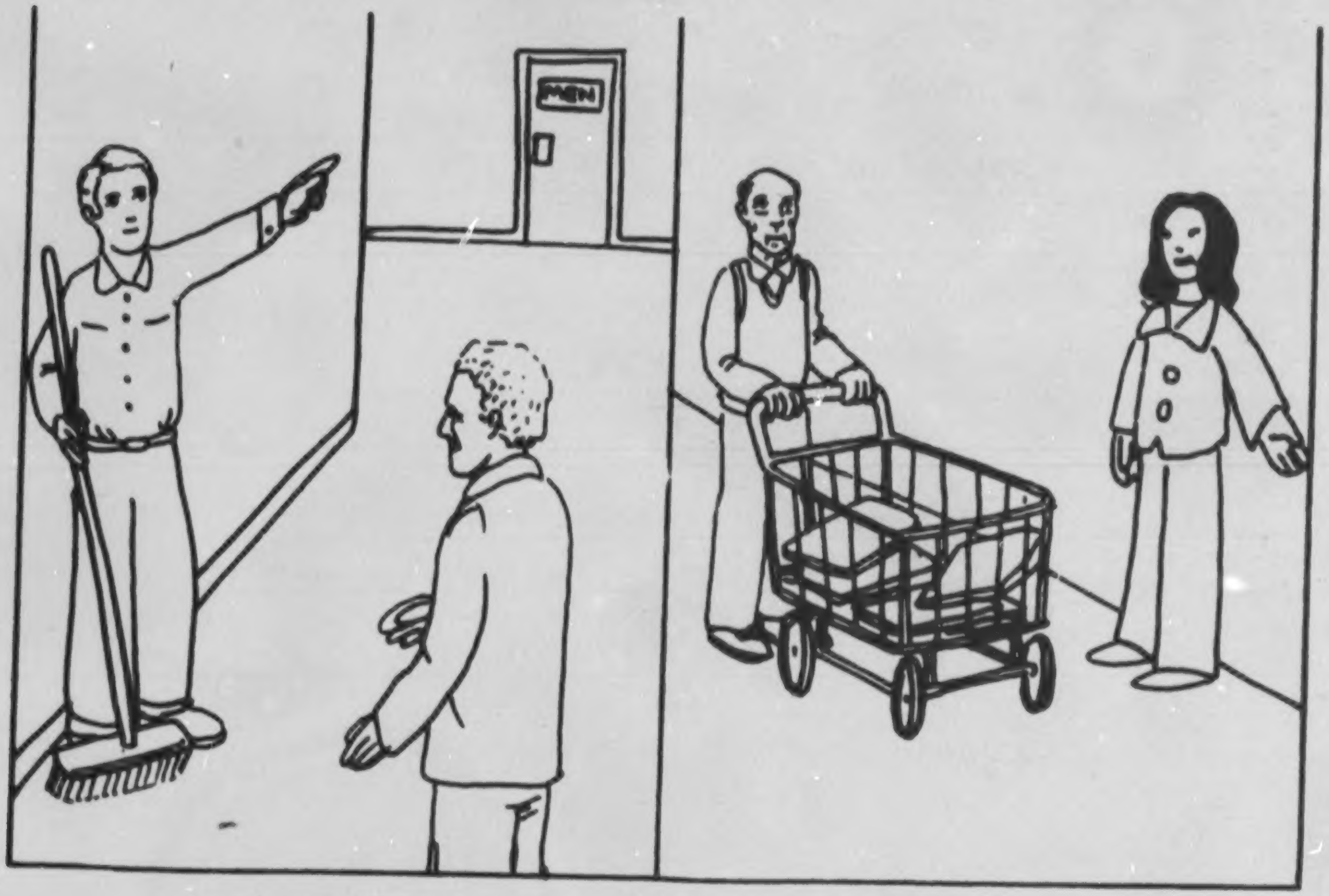
B23-1


TALK
TALK
TALK

TOPIC: Working in Public Areas (cont.)

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work continuously in public area without becoming involved with passersby or their activities, (2) answer questions when asked and return to work, and (3) step aside when necessary to avoid blocking traffic.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Working Safely

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Before beginning discussion, T organizes three sets of pictures:

- Set #1 shows young workers correctly and safely performing jobs similar to Ss' jobs.
- Set #2 corresponds to set #1 but shows workers suffering consequences of ignoring safety, and
- Set #3 contains unidentical pictures, showing the consequences of workers ignoring safety factors.

T structures the discussion in the following sequence:

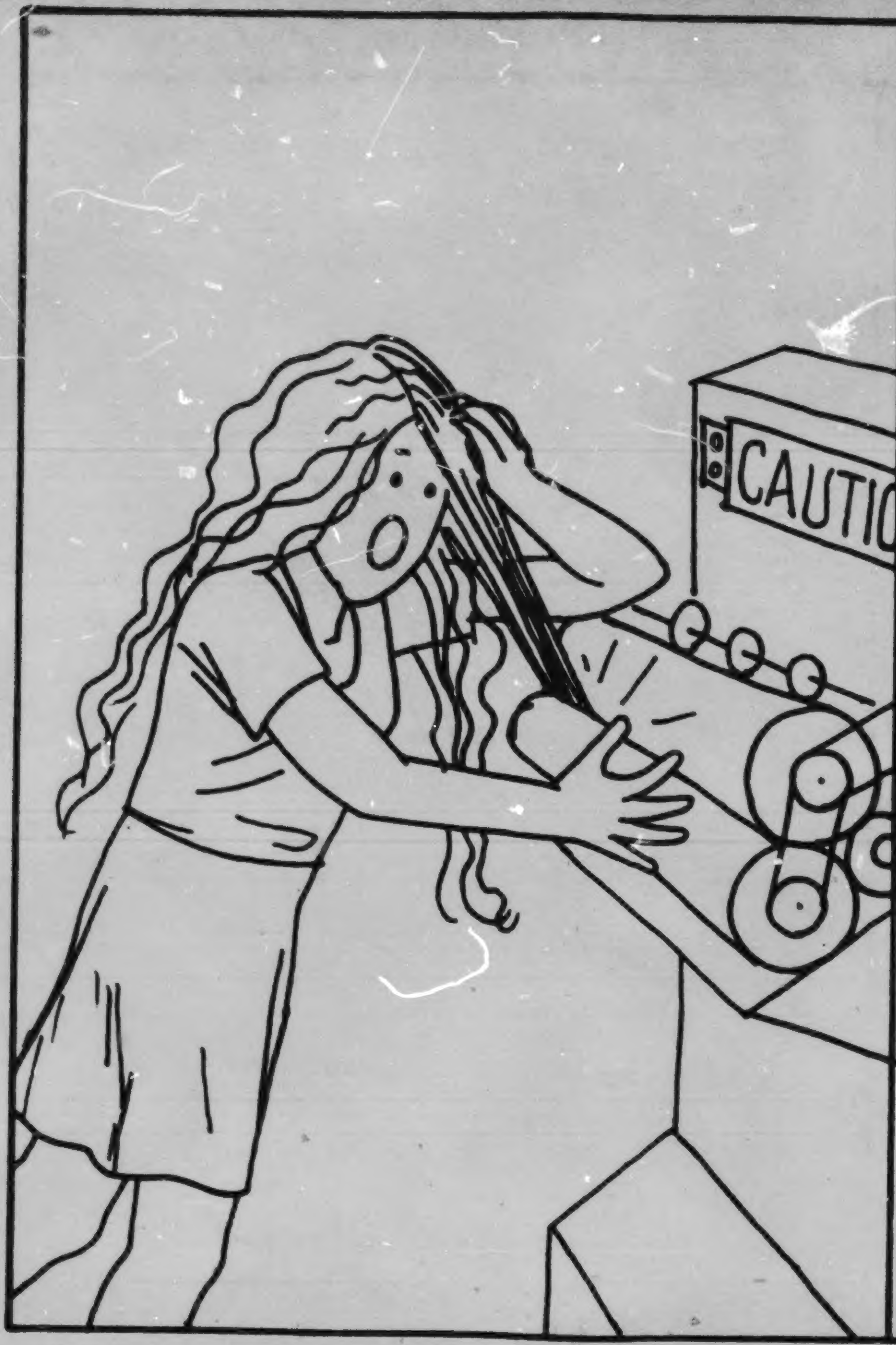
1. T exhibits a picture of the consequences of "not working safely" from set #2. T elicits comments from Ss and suggestions for working safely.

2. T shows the corresponding "working safely" picture from set #1 and guides the Ss to agreement that this is the better way to work.

3. T repeats step #1 and #2 above for at least two more pairs of pictures.

4. T shows a "working safely" picture from set #1 and a "working unsafely" picture from set #3, the two of which do not correspond. If a S makes a comment concerning the noncorrespondence of the pictures, T should use this as a lead to discuss that working safely is required on all jobs. If none of the Ss notes the noncorrespondence of the pictures, T should elicit such a comment from the group, then continue developing a discussion concerning the need to consider safety at all times. This discussion should emphasize that daydreaming, playing pranks, poking around, staring into space, rocking back and forth and such behaviors should be avoided.

T develops a game in which he mixes up sets #1 and #2. Ss first sort all pictures into "working safely" and "not working safely" groups, and then match the corresponding safe, unsafe work situations. T encourages Ss to determine which element of the picture shows an unsafe working condition.



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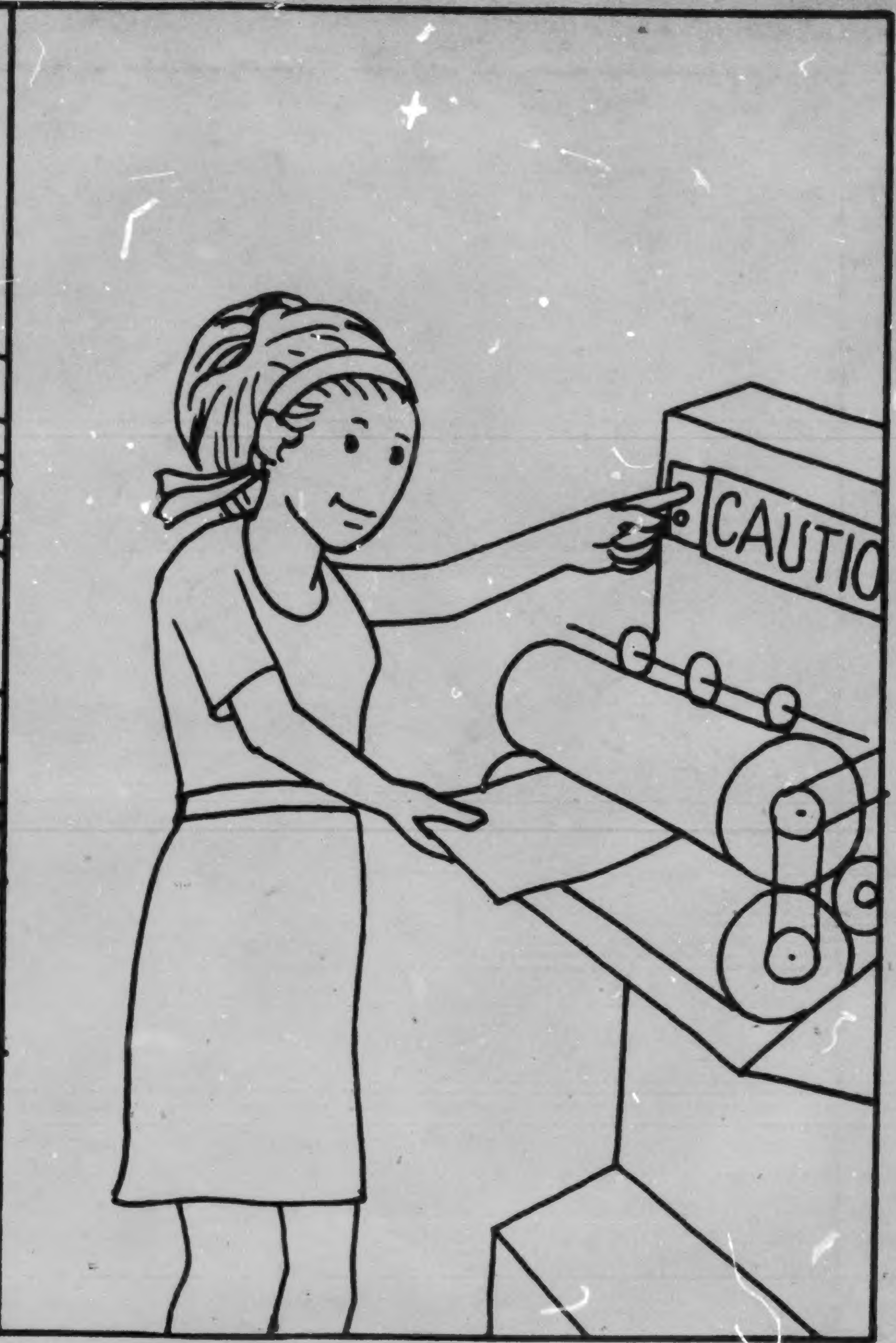

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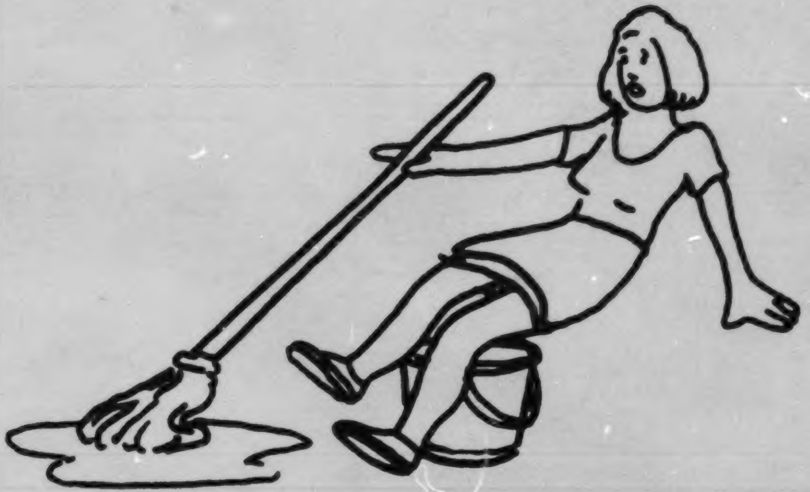

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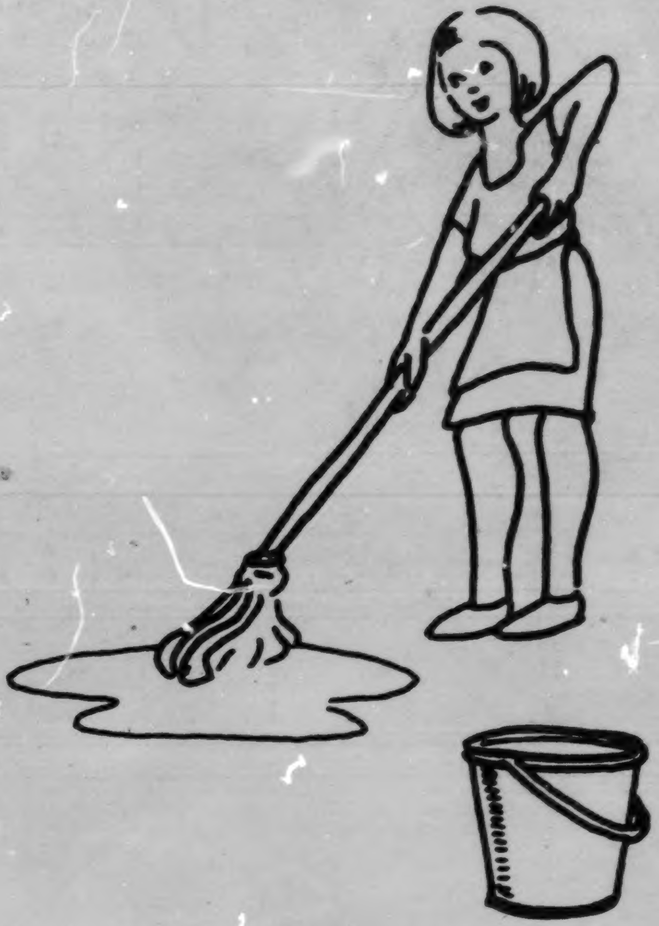

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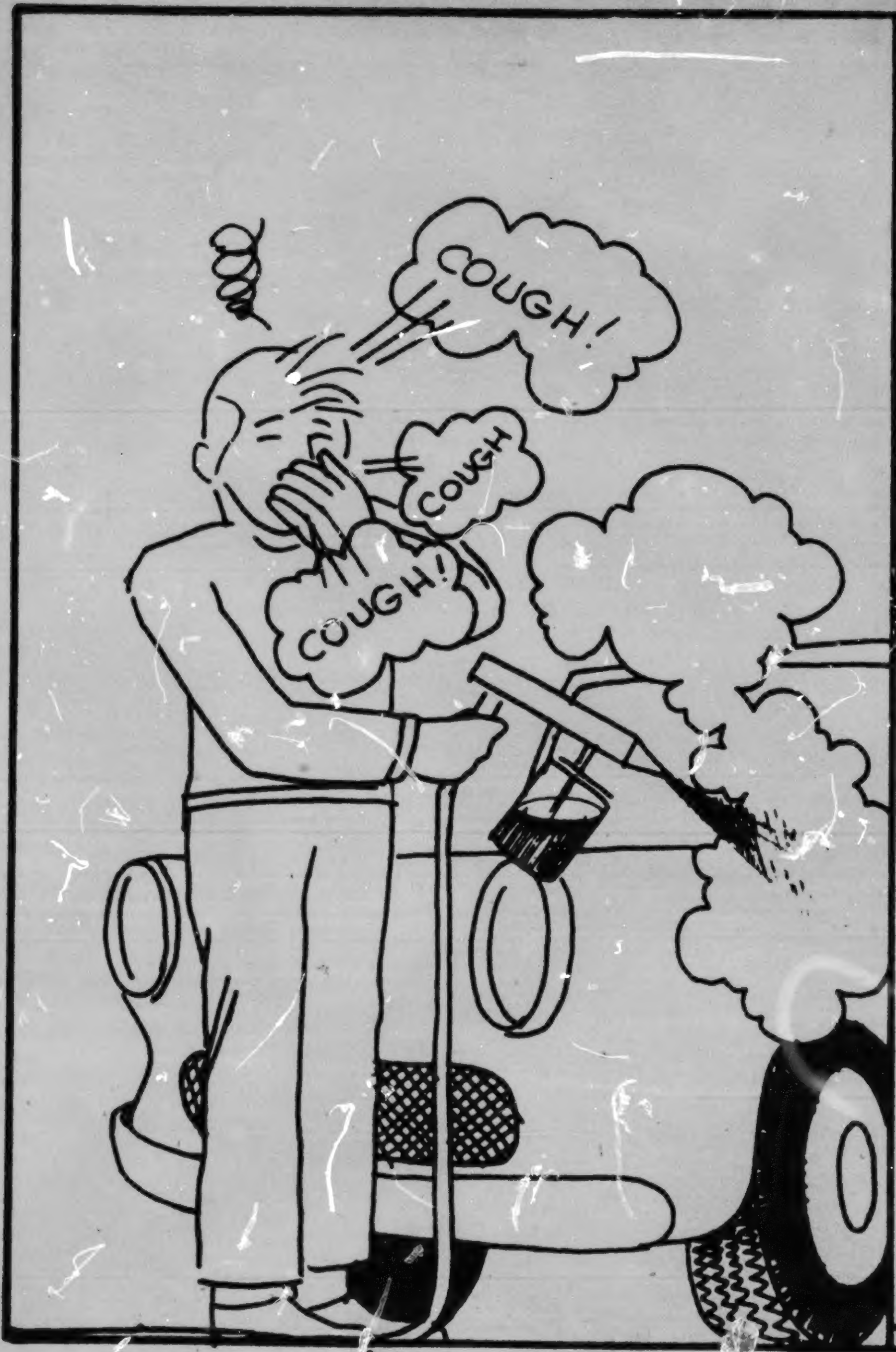
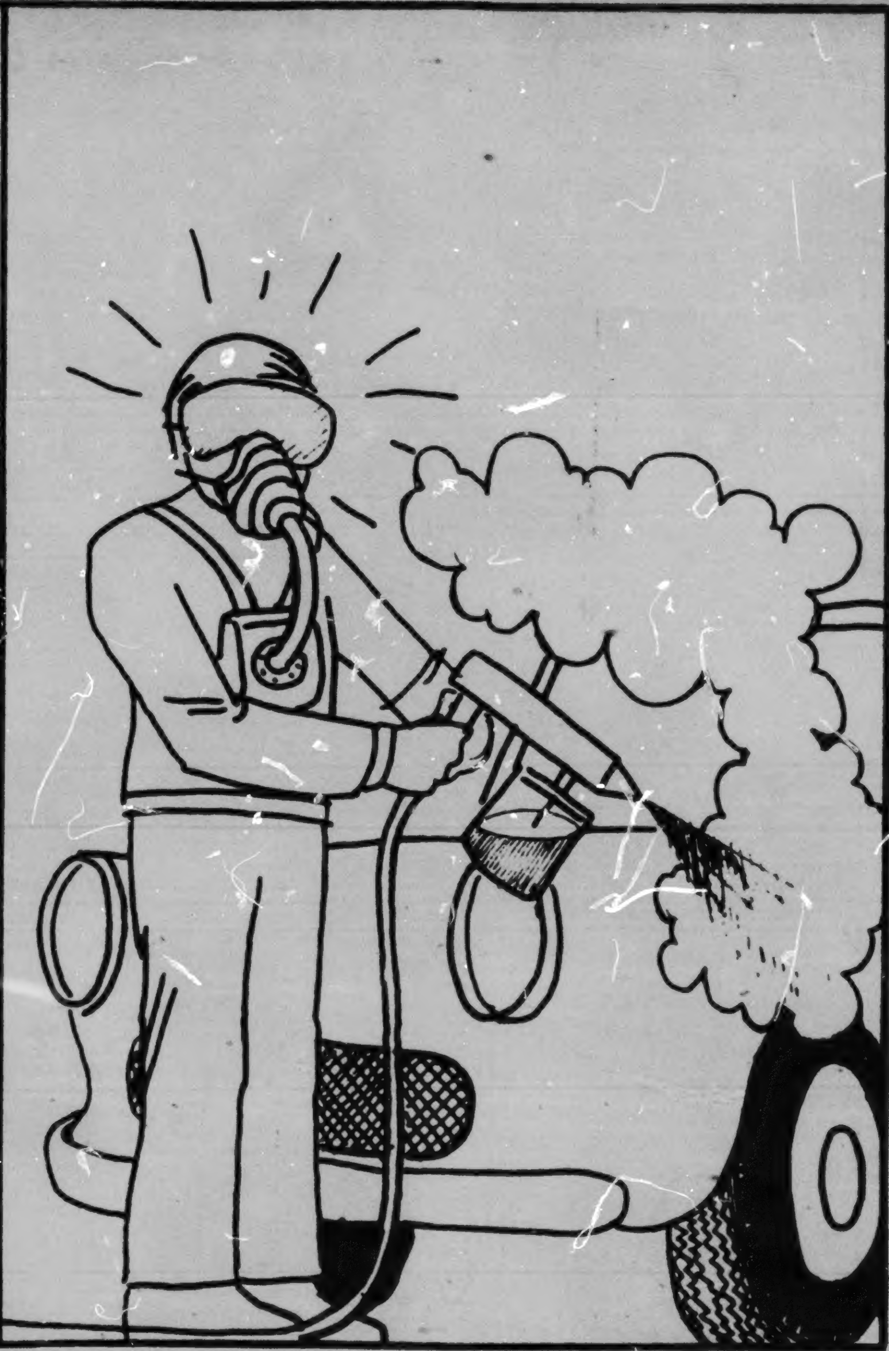
B25-2


COUGH!
COUGH
COUGH!

113



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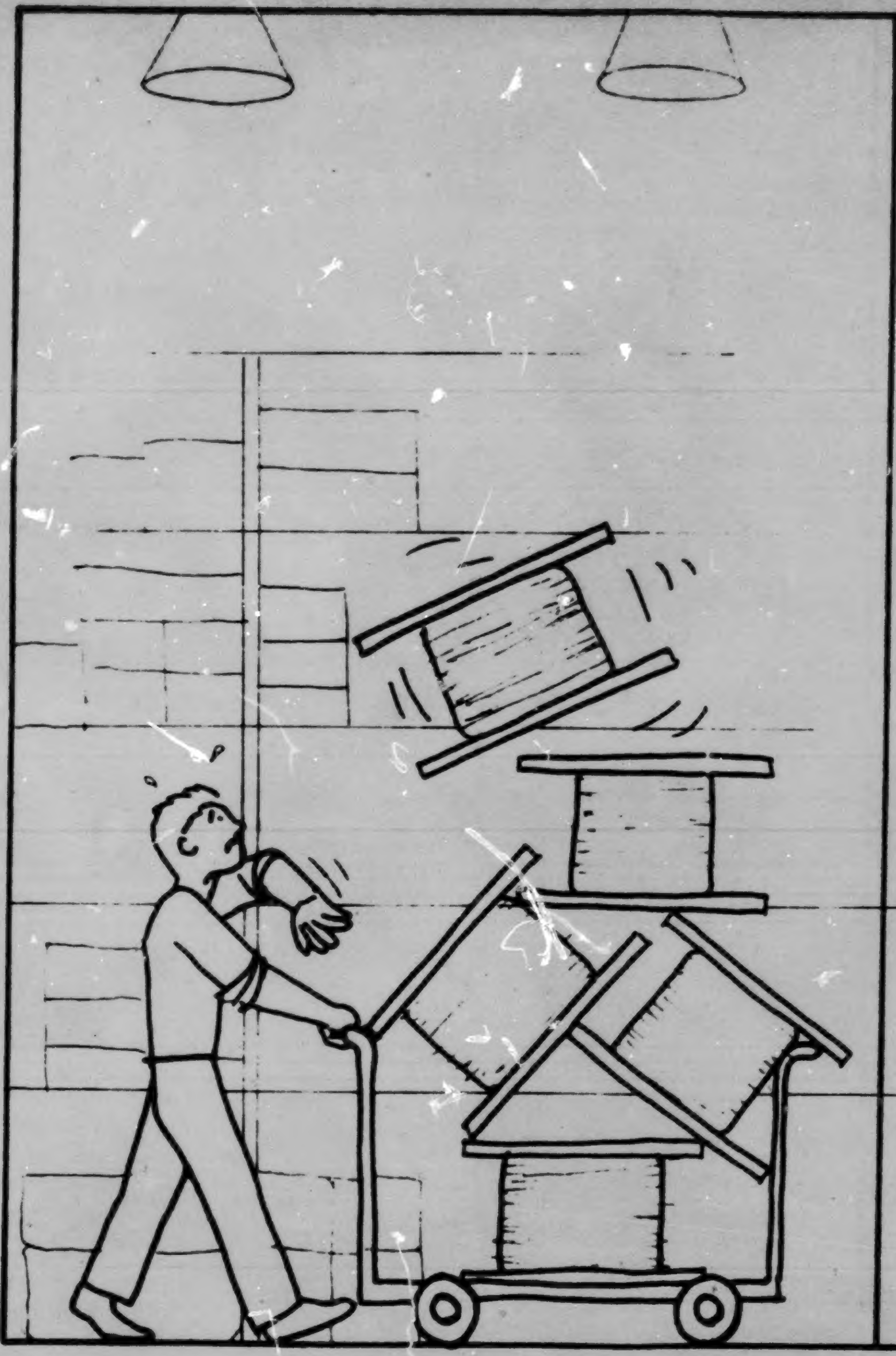

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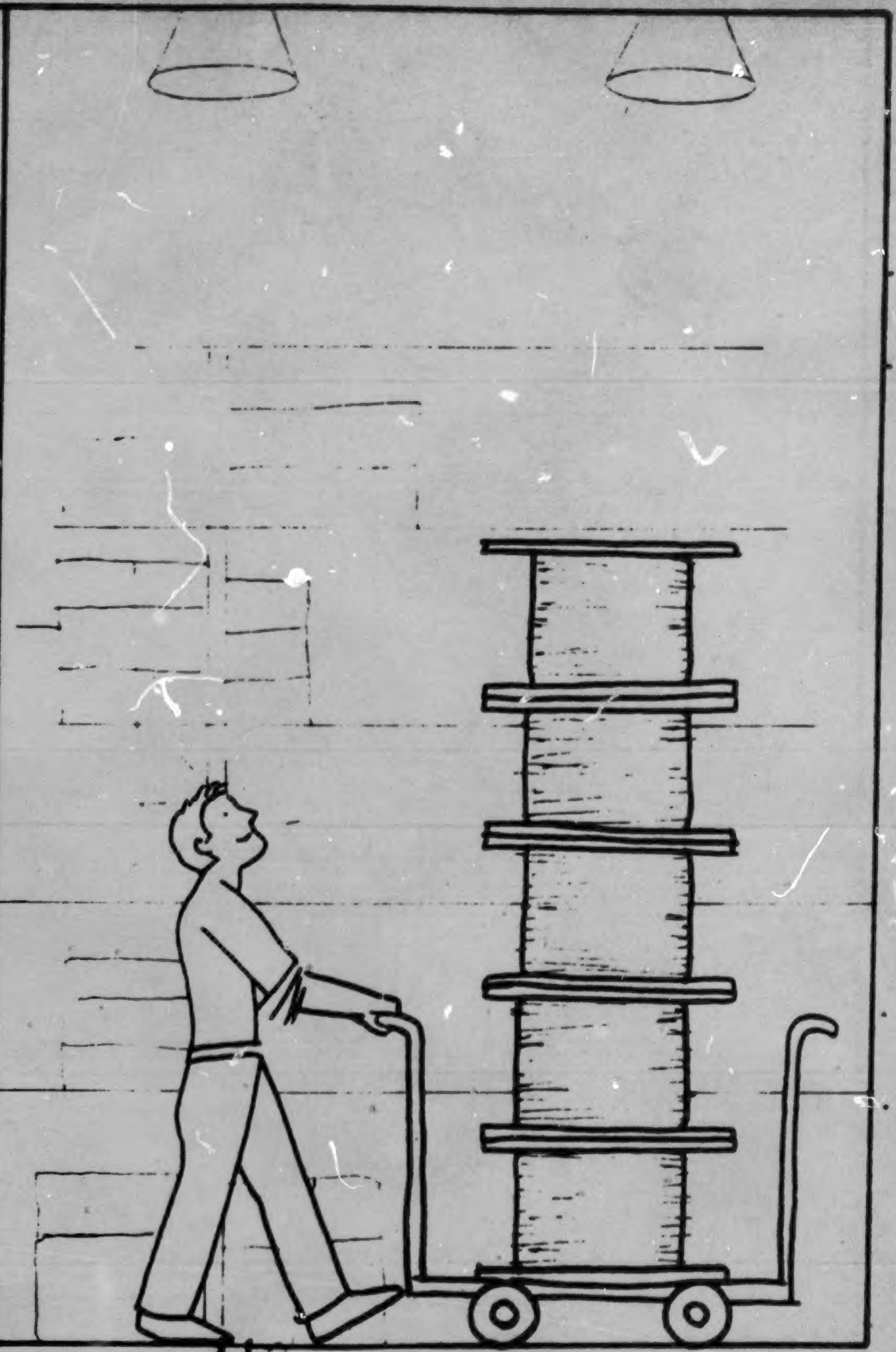

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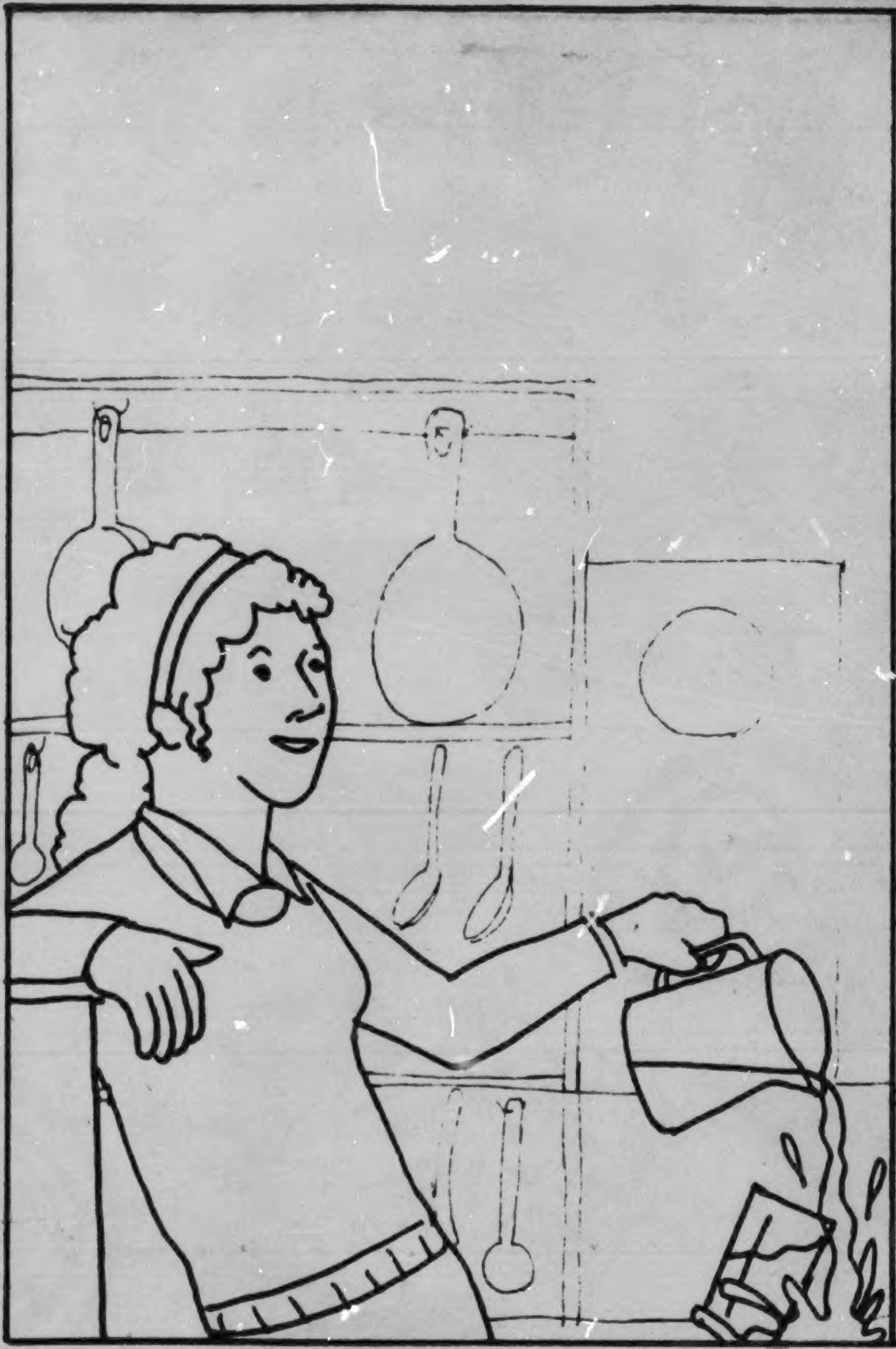

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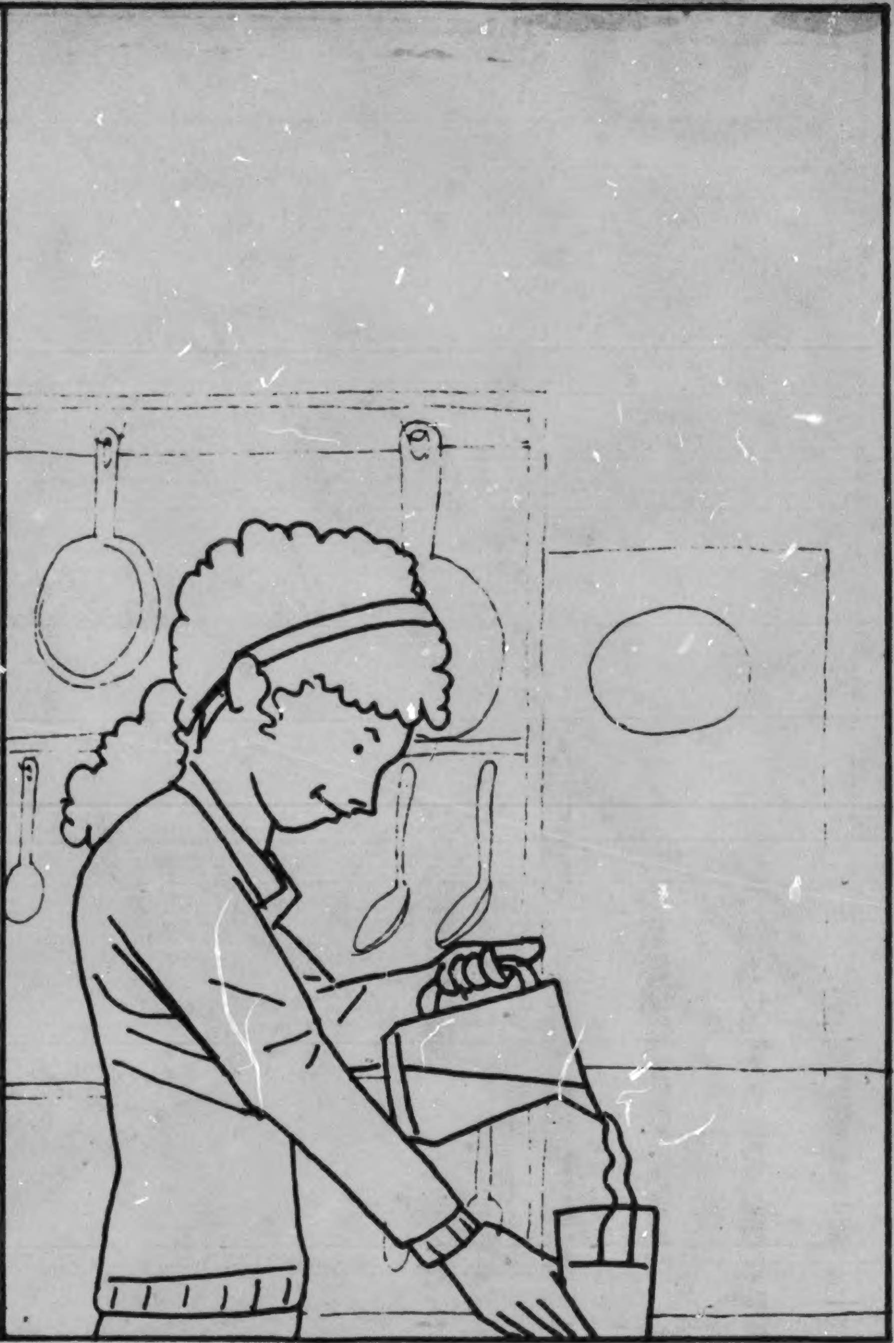

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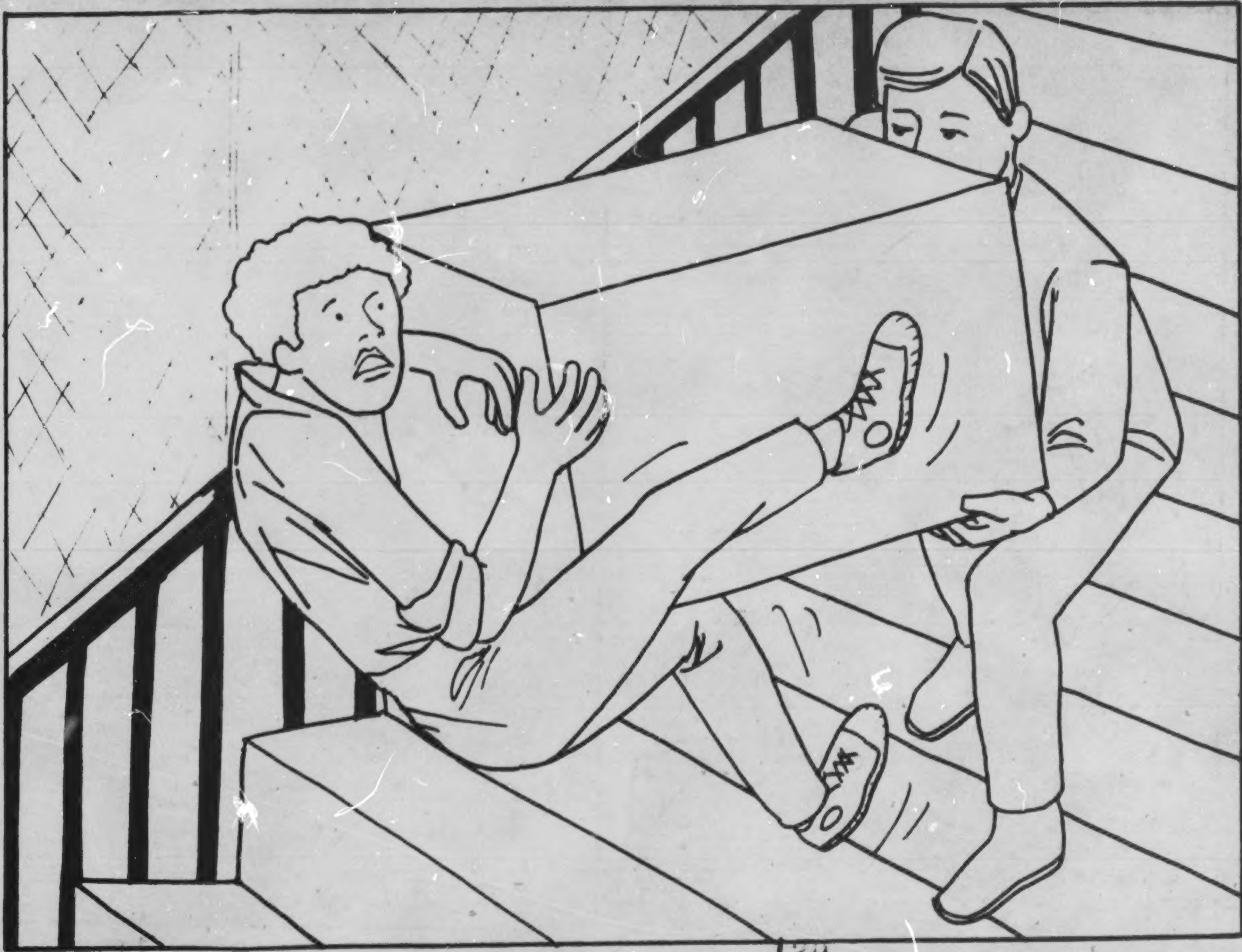

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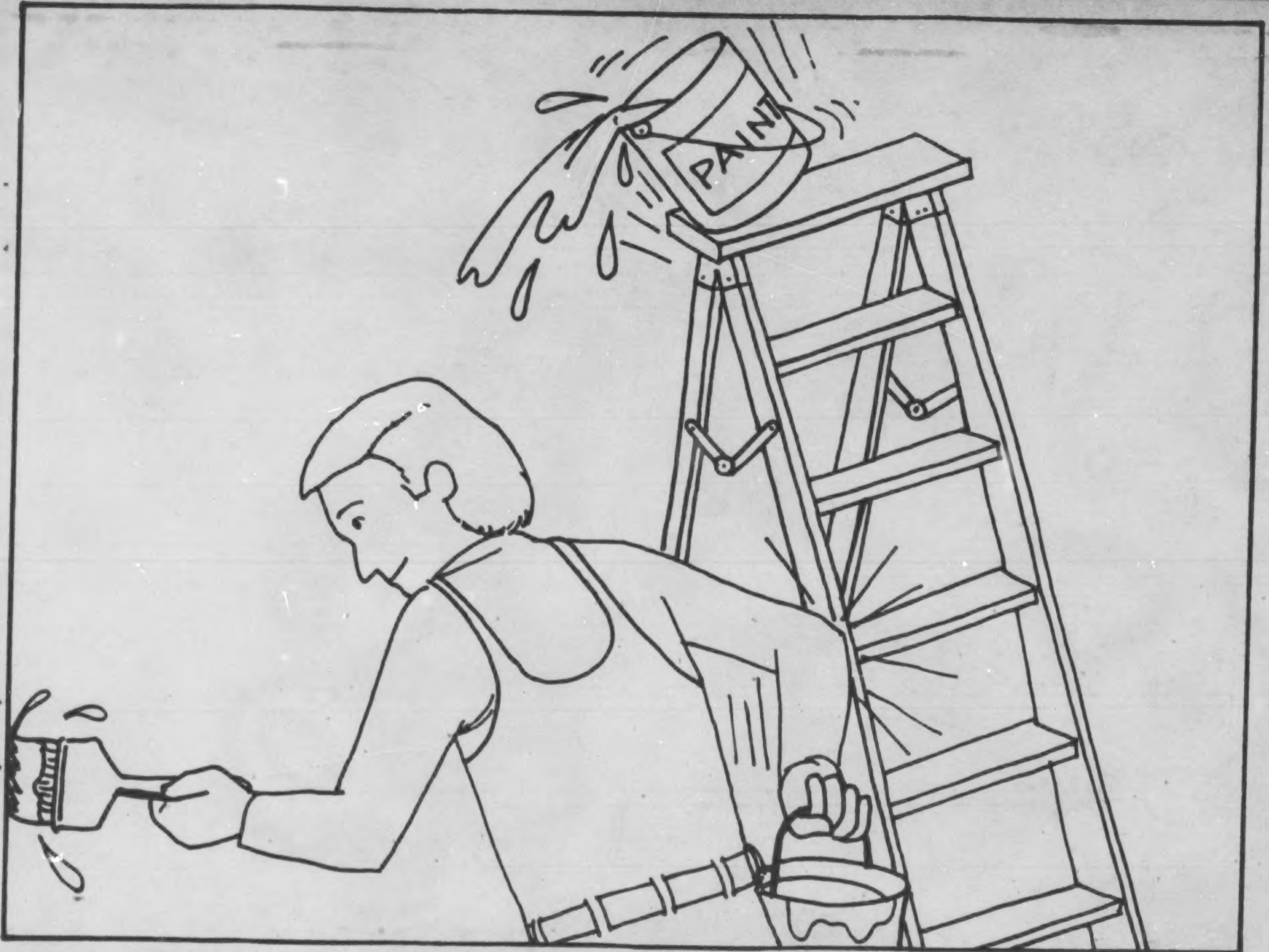

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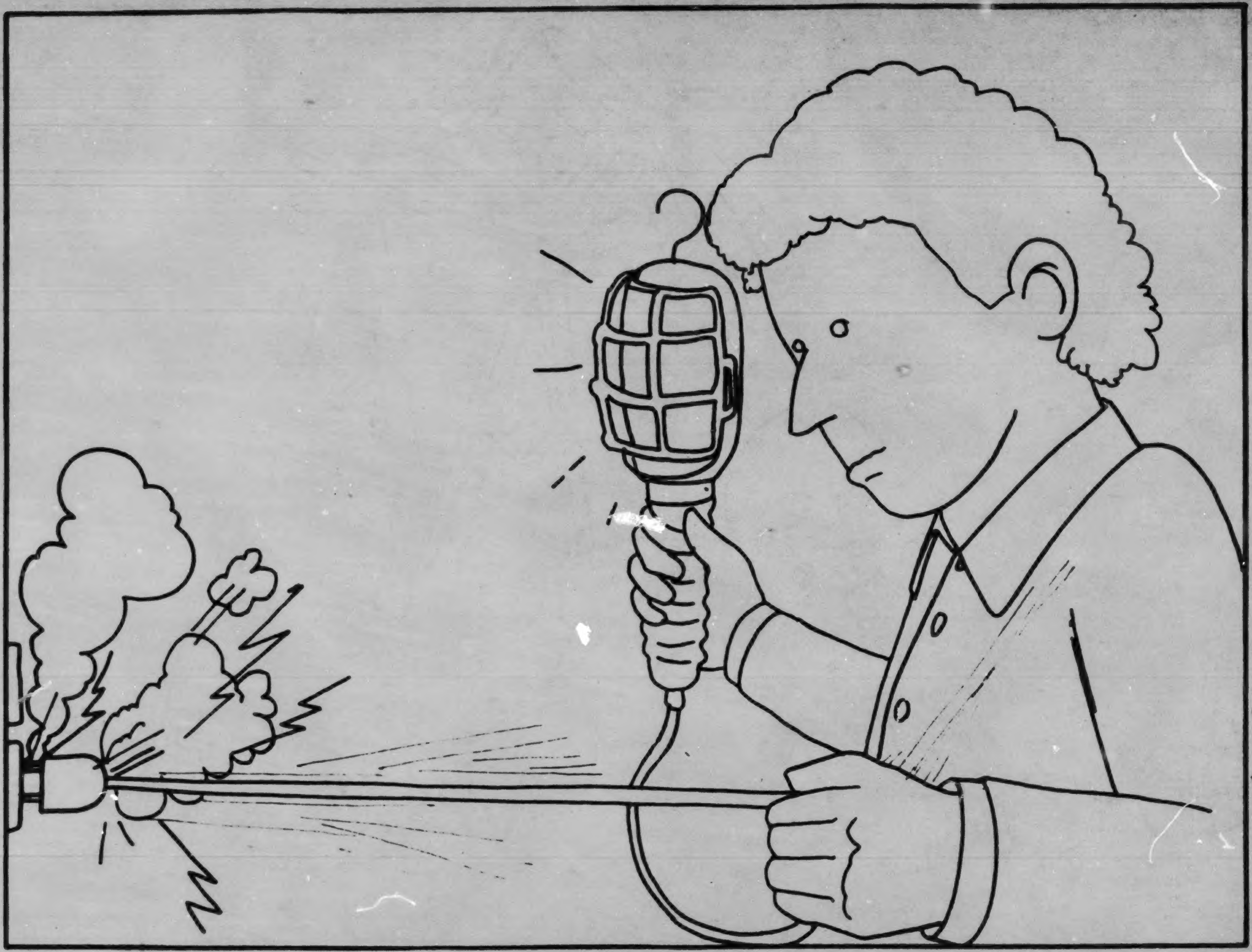

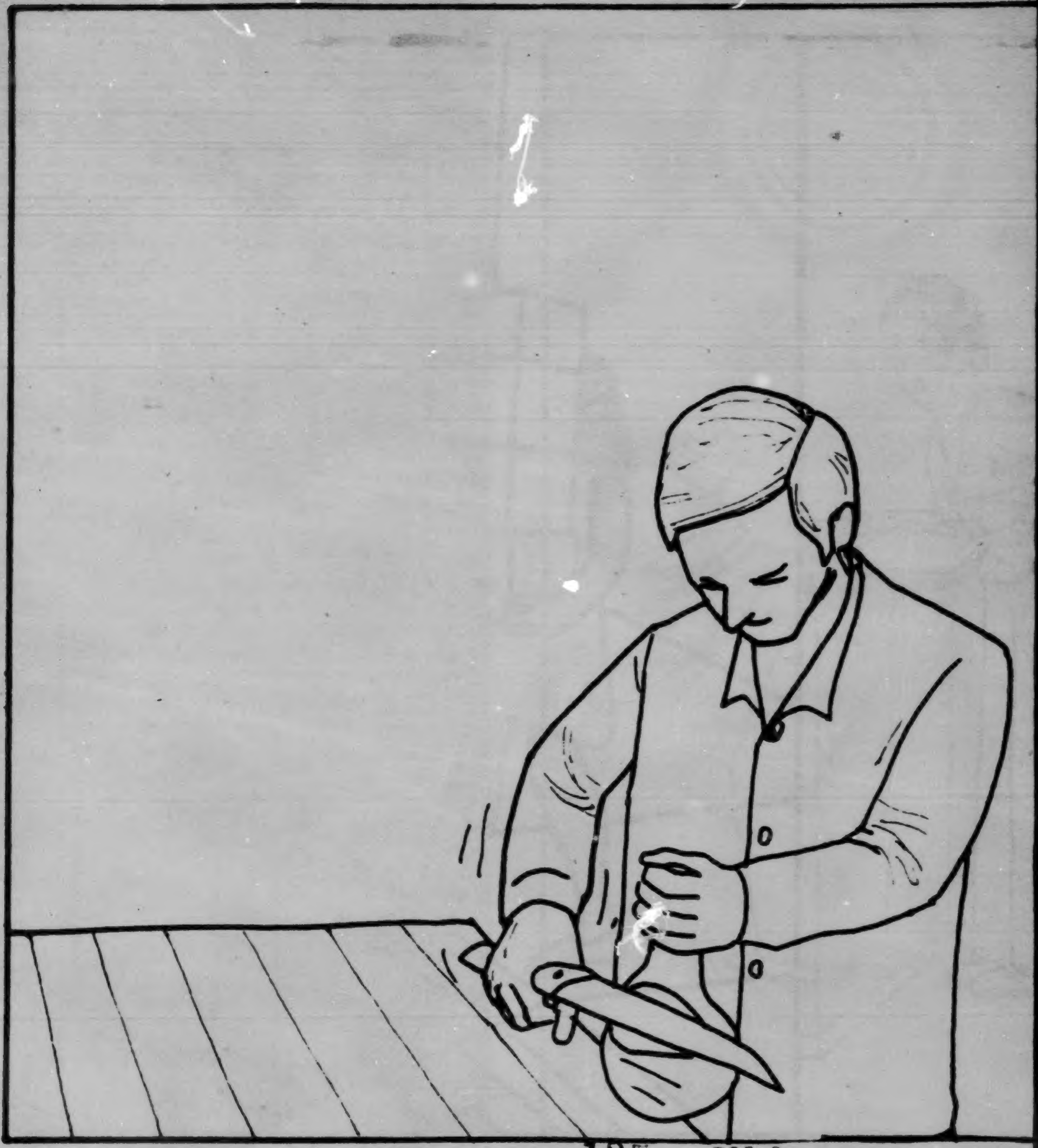

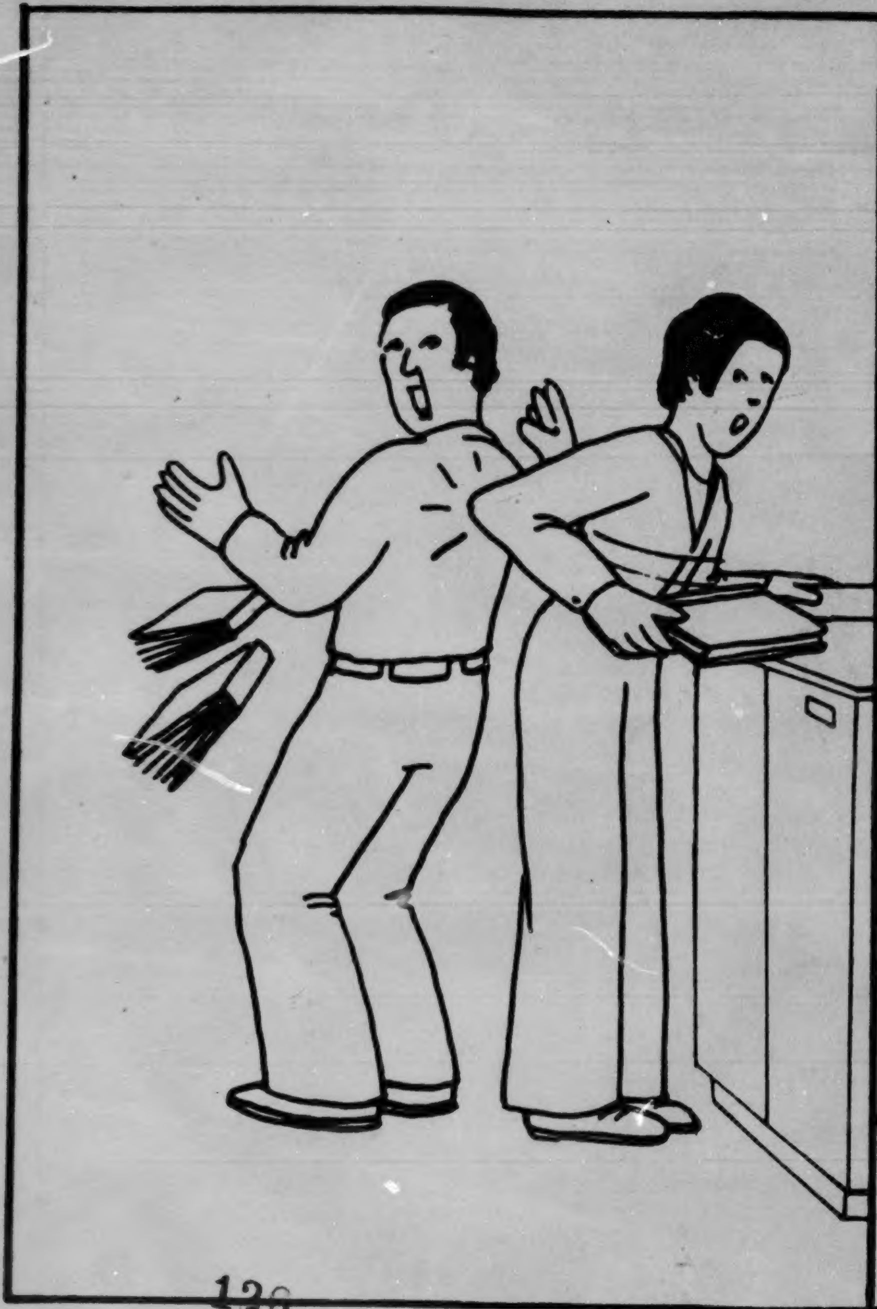

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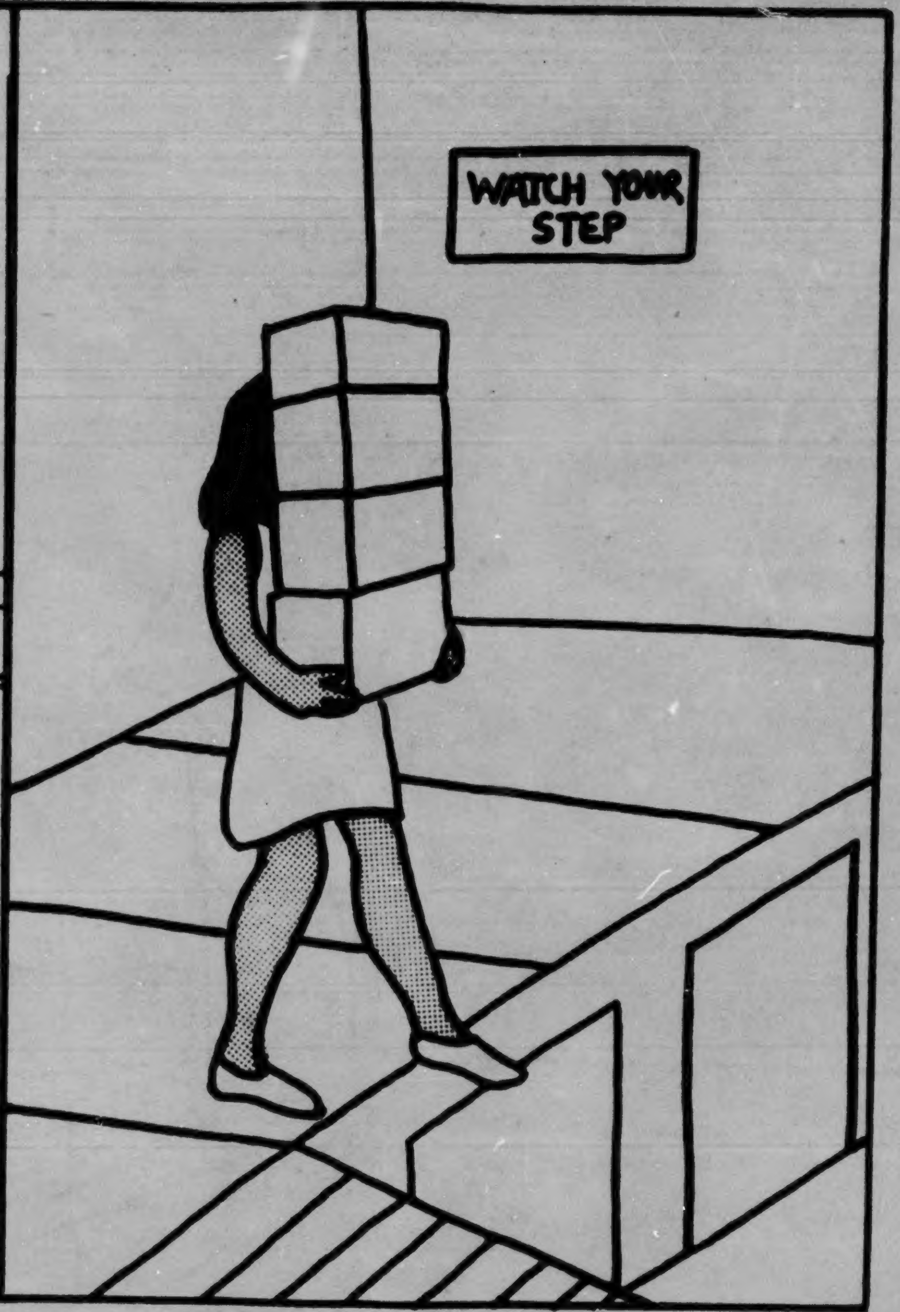


WATCH YOUR STEP

1:25-10

127

T exhibits a picture from set #3 and draws Ss into discussion concerning the unsafe work situation and how to make it safe, yet have the work done properly. T tries to apply "working safely at all times" to other everyday situations with which Ss may be familiar in their homes, at school or at work.

T develops a game in which Ss can sort pictures of all three sets into safe and unsafe sets and verbalize or draw safe working procedures for pictures with unsafe conditions.

T elicits comments from Ss about their perceptions of safe behavior at work, school and home. T should not permit extensive descriptions of unsafe activities by Ss; if this occurs, T should stress that this is unsafe behavior and should not be tried out by the other Ss.

T checks out each S's personal perception of safe working conditions and his general performance, both in group and individual discussion, clarifying and reinforcing safety rules as necessary.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work safely at assigned tasks and also demonstrate a safety set by (2) sorting pictures into safe and unsafe groups and (3) making suggestions for safe working procedures for the pictures exhibiting unsafe conditions.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Under Pressure

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T discusses with Ss various trades in which people work under pressure: salesclerk, kitchen worker, porter, etc. T explains that, at certain times of the day, activity increases and personnel has to work under pressure, e.g., the rush at restaurants at breakfast time.

T elicits the following attitudes from Ss: (1) pressure should be handled by the worker as a common happening, as it occurs in many places of business, (2) pressure, when it occurs, should be handled without becoming flustered or angry, (3) personnel should continue to work at the fastest speed without sacrificing quality until the rush or pressure is over.

Ss discuss various situations in which they have felt pressure, how they handled it and whether the job-related attitudes would be useful.

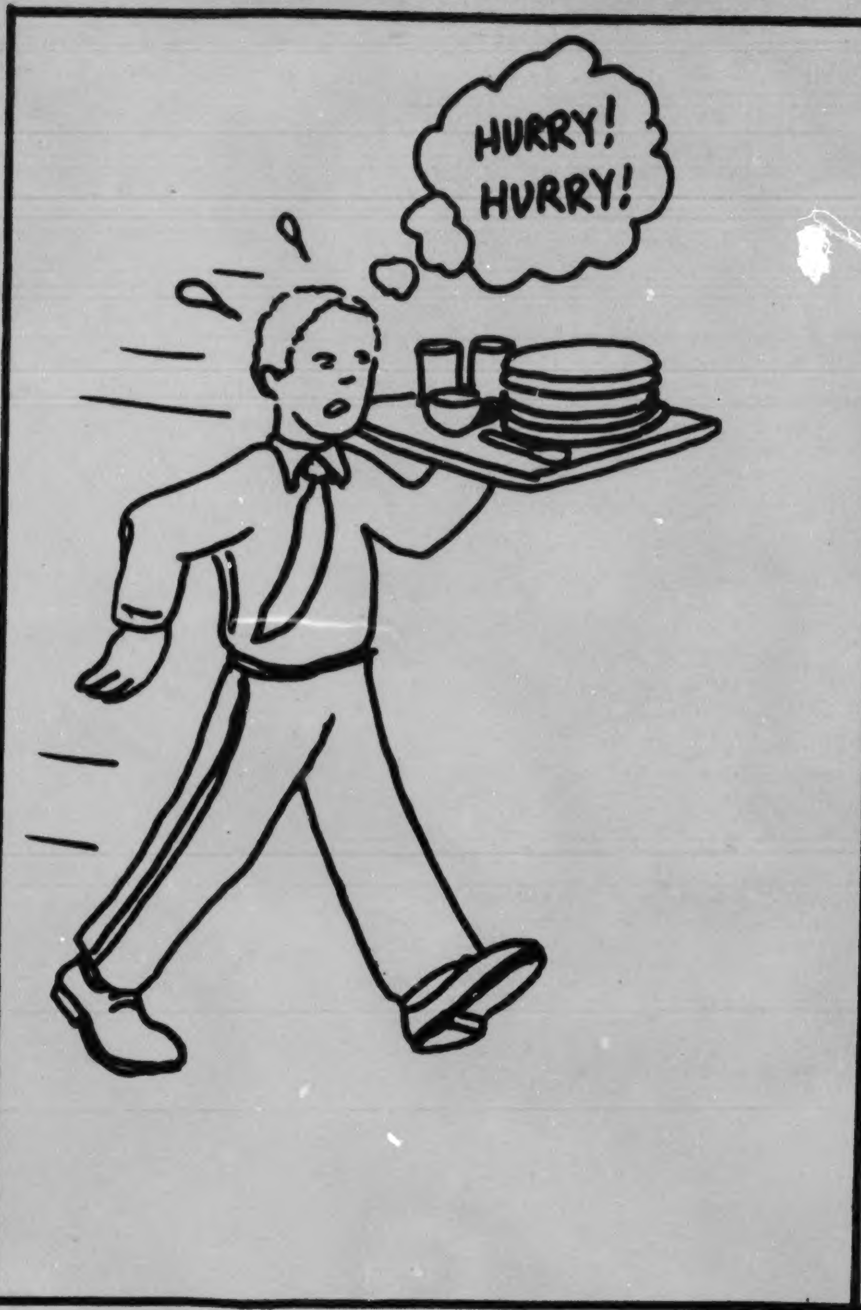
T assigns a task to each S and establishes a deadline until all Ss are working under pressure for at least one-half hour. T makes notes on all Ss in terms of instances when they do not use target behaviors.

T leads Ss in discussion about how they felt and acted when working under pressure. T verbally reinforces and clarifies Ss' perception of their behavior.

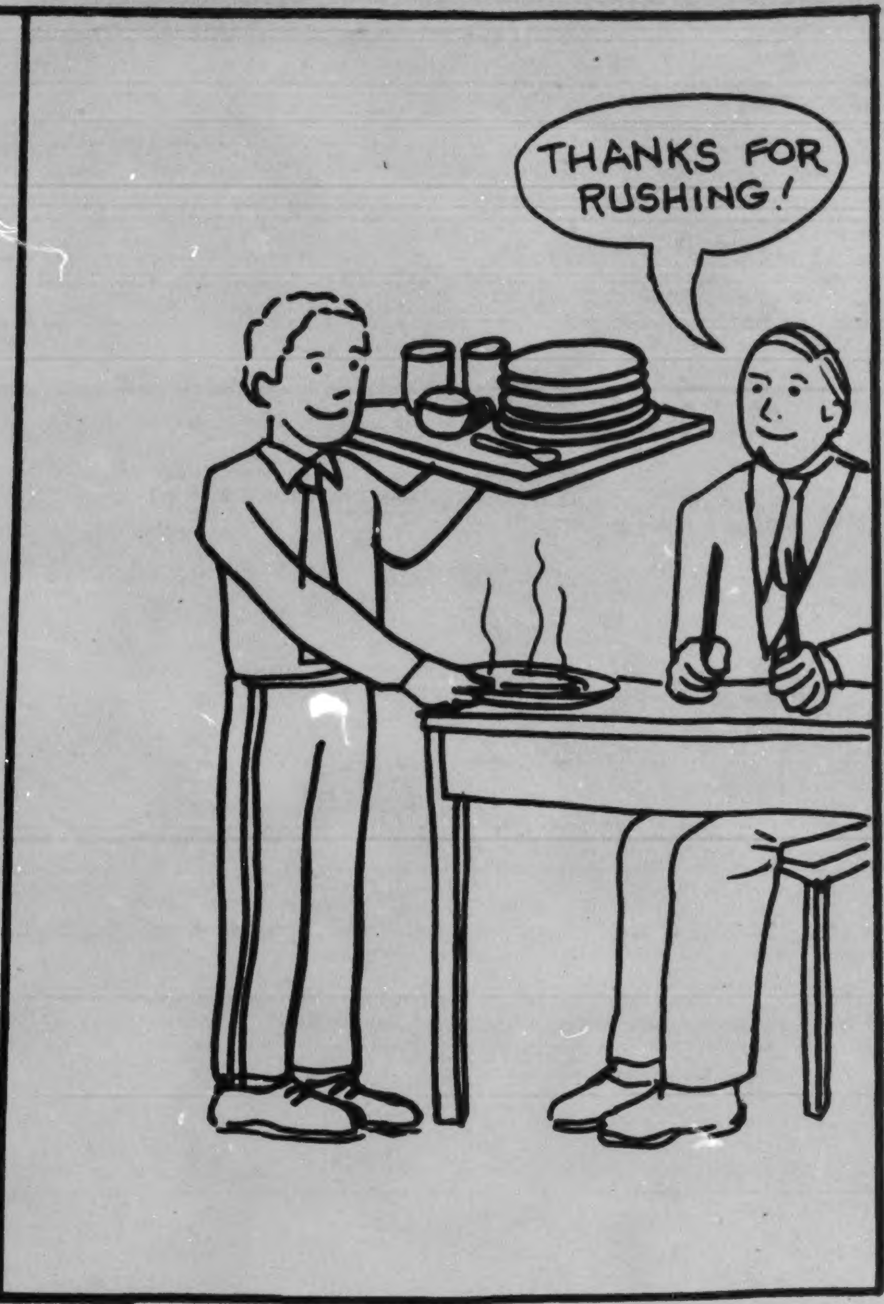
T repeats previous learning sequence, then has Ss discuss their feelings and perceptions of performing the target behaviors under pressure.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work under pressure (1) without becoming flustered or angry, and (2) at the fastest speed without sacrificing quality, until he has completed the assigned task or is instructed to stop.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



HURRY! HURRY!



THANKS FOR RUSHING!

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[*] University of Vermont, Votex Department

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SOURCES AND ADDRESSES FOR OCCUPATIONAL TRAINING MATERIALS

Abingdon Press
201 Eighth Avenue South
Nashville, TN 37202

Alaska Skill Center
Box 615
Seward, AK 99664

Aluminum Company of America
1501 Alcoa Building
Pittsburgh, PA 15219

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022

American Institute of Laundering
Director of Education and Personnel
Joliet, IL 60434

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

American Personnel and Guidance Association
Washington, DC 20009

Arkansas Children's Colony
McRae Unit
Alexander, AR 72002

Barre Vocational Technical Center
Barre, VT 05641

California State Department of Employment
800 Capitol Mall
Sacramento, CA 95814

Careers, Inc.
P. O. Box 135
Largo, FL 33540

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

Del Mar College
Technical-Vocational Education
101 Baldwin
Corpus Christi, TX 78404

Dunbar Service Center
Johnson City, TN 37601

Eastman Kodak Company
343 State Street
Rochester, NY 14650

Follett Publishing Company
Educational Opportunities Division
1010 West Washington Boulevard
Chicago, IL 60607

Grune & Stratton, Inc.
757 Third Avenue
New York, NY 10017

Hive Publishing Company
Easton, PA 18042

Interstate Printers and Publishers
19 North Jackson Street
Danville, IL 61832

ITJ Junior College
Tupelo Center
Tupelo, MS 38801

Job Corps
See U. S. Department of Labor, Job Corps

Johns Hopkins University Press
Baltimore, MD 21218

Maryland State Department of Education
Division of Vocational Education
Special Speech Program
600 Wyndhurst Avenue
Baltimore, MD 21210

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, IL 60612

National Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610

New Jersey State Department of Education
Vocational Education for the Handicapped
225 State Street West
Trenton, NJ 08608

Northwest Regional Educational Laboratory
700 Lindsay Building
710 Southwest Second Avenue
Portland, OR 97204

Rittner's School
345 Marlborough Street
Boston, MA 02115

Rosen, Richards, Press, Inc.
29 East 21st Street
New York, NY 10010

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, WI 53210

South Carolina State Department of Education
908 Rutledge Building
Columbia, SC 29201

Superintendent of Schools
1820 Washington Street
Fort Benton, MT 59442

Syracuse University Press
Box 8, University Station
Syracuse, NY 13210

Teachers College Press
Columbia University
1[illegible]4 Amsterdam Avenue
New York, NY 10027

Texas Education Agency
Department of Vocational and Adult Education
Division of Homemaking Education
Austin, TX 70761

Textile Distributors Association, Inc.
1040 Avenue of the Americas
New York, NY 10018

Thomas, Charles C., Publisher
301 East Lawrence Avenue
Springfield, IL 62703

U. S. Civil Service Commission
Washington, DC 20005

U. S. Department of Labor,
Bureau of Labor Statistics;
Bulletins are available from
U. S. Government Printing Office
Washington, DC 20402

U. S. Department of Labor
Job Corps, Development Division, Manpower Administration
Patrick Henry Building
601 D Street, N.W.
Washington, DC 20213

U. S. Department of Labor
Office of Manpower, Automation and Training
Washington, DC 20210

University of Toronto
College of Education, Guidance Center
1000 Yonge Street
Toronto 289, ON, Canada

University of Vermont
Votex Department
Burlington, VT 05401

University of Wisconsin
Curative Workshop of Milwaukee
Milwaukee, WI 53201

Vocational Guidance Manuals
Universal Publishing and Distributing Corporation
235 East 45th Street
New York, NY 10017

Walck, Henry Z., Inc.
19 Union Square West
New York, NY 10003

World Trade Academy Press, Inc.
50 East 42nd Street
New York, NY 10017

A Boxcar Unloader

- performs the following major tasks:

  works in freight areas

  loads and unloads freight cars

  handles pallets

- is required to have considerable physical strength
- works in cooperation with other workers
- works under informal supervision
- works under varying climatic conditions in an environment that ranges from a spacious warehouse to a cramped boxcar; stands or walks much of the time

BOXCAR UNLOADER

TOPIC: Working in Freight Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses unsafe situations that can occur in freight areas and how to guard against them.

S explains tasks involved in working productively in freight areas. S states that good planning, and cooperation with co-workers when performing tasks, is essential. S explains that good body mechanics help to reduce strain and fatigue.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively in freight areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

TOPIC: Identifying and Lifting Heavy Objects (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

TOPIC Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts (cont.)

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Freight Cars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to plan proper load for a freight car with scale models of freight cars and various packaged materials.

S explains the need to determine where to place loads and which equipment to use before beginning to load or unload a freight car.

TOPIC: Loading and Unloading Freight Cars (cont.)

S, assisted by another S for greater safety and efficiency in performing task, loads a freight car with forklift and/or tugger or by hand. S demonstrates proper methods of handling merchandise and equipment.

S demonstrates how to unload a freight car, placing loads on a loading platform or in warehouse areas, with a forklift and tugger.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload freight cars by hand or with various equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Pallets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S loads various types of pallets with different materials, indicating maximum weight/size of safe load and proper method of loading.

S demonstrates when, where, and how to use the various types of pallets.

S moves empty pallets by hand, indicating proper positioning for lifting with forklift and for safe handling.

S moves correctly loaded pallets--balanced loads, no overloading--with forklift.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move various types of pallets (1) by hand and (2) with a forklift. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Carpet and Linoleum Handler

- performs the following major tasks.

  unloads carpets and linoleum from trucks

  reads codes and places item in proper location according to fabric, color and style

  takes item from stock by code and puts customer's name on wrapper for shipment

- is required to have considerable physical strength
- usually works in cooperation with other workers
- works under periodic supervision
- works in a large, spacious warehouse; stands or walks much of the time

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide. S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Trucks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Gas-Driven Heavy-Duty Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains rules and regulations for operating various types of heavy-duty machinery, as specified by OSHA.

S states that most manufacturers supply safety rules, as does the National Safety Council.

S demonstrates normal preventive maintenance of machinery, such as checking oil, water, battery, tires, lights, doors, and all safety devices.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) demonstrate knowledge of rules and regulations for operating heavy-duty machinery as specified by OSHA and the manufacturers by passing the National Safety Rules test and a teacher-designed test, and (2) perform normal preventive maintenance. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavy Objects with Gas-Driven Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies balancing point of objects of various shapes and sizes. S determines how load can be handled safely by machine, without damage to object, machine or persons.

S places load correctly.

S decides whether load requires anchoring and, if so, demonstrates accepted methods for anchoring load.

S, assisted by another S if guide is needed, moves with machinery heavy loads over rough, uneven, soft and slippery terrain of varying grades to demonstrate different methods of handling equipment.

TOPIC: Moving Heavy Objects with Gas-Driven Machinery (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify balancing point of heavy objects, (2) determine safety factors involved in moving various heavy objects, (3) anchor objects if necessary, and (4) move heavy objects safely over varying terrains. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Operating High-Low and Forklift Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses major OSHA regulations and rules necessary for safe operation of machinery.

S performs necessary preventive maintenance check and operates the various machines.

S moves the various machines over different terrains, observing safety rules as required.

S loads and unloads various materials with different types of machines.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) maintain, (2) operate, and (3) load and unload high-low and forklift machines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Pallets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S loads various types of pallets with different materials, indicating maximum weight/size of safe load and proper method of loading.

S demonstrates when, where, and how to use the various types of pallets.

S moves empty pallets by hand, indicating proper positioning for lifting with forklift and for safe handling.

S moves correctly loaded pallets--balanced loads, no overloading--with forklift.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move various types of pallets (1) by hand and (2) with a forklift. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Matching and Marking Coded Letters and Digits

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies single letters and digits on prepared pull sheet.

S examines second prepared pull sheet and explains that letters and digits found on sheet A are also found in a different place on sheet B.

S repeats exercise with double letters and digits on pull sheets C and D.

S repeats exercise with combinations of letters and digits on pull sheets C and D, identifying matching sets of figures.

S sets up boxes on shelf which are marked with combinations of letters and digits. S takes prepared pull sheets with a list of almost all the codes marked on boxes. S demonstrates by picking one code from the sheet and identifying box with identical code.

S pulls box from shelf and puts aside for "delivery."

S sets up cartons which have been marked with the three-letter/digit code followed by 1, 2, 3, indicating that they are the same group but include three cartons, namely, 1, 2, 3 of the same shipment.

S arranges next group of cartons identified similarly from matching code on sheet. S pulls out three cartons with similar three-letter/digit code; S marks each box in succession 1, 2, 3; S sets cartons aside by code, checking matching numbers on sheet for correct "shipment."

S repeats demonstration by matching "shipments" which need two or one, or four cartons. S ascertains how many cartons are needed in each group: pull sheet has numbers (2), (3), (1), or (4) next to each three-letter/digit code.

S repeats demonstration, using additional sheets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify objects which are coded, (2) match codes with similar ones on the stock pull sheet, (3) group items with similar codes, (4) copy codes, and (5) transfer to unmarked boxes and cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Bundling and Unbundling Heavy Rolls of Material

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S bundles various heavy rolls of different materials, each weighing over 50 lb., observing safety precautions and proper procedures.

S unbundles various heavy rolls of different materials with cutting pliers and scissors. S uses good body mechanics.

S observes safety precautions at all times.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) bundle and (2) unbundle heavy rolls of material. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Shelving Heavy Rolls of Material

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, using good body mechanics, securely stores heavy rolls of material on different types of shelves.

S handles material in tandem with another S if material is heavy.

S employs the best method of lifting various materials.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to shelve heavy rolls of material safely and properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Carton Assembler

- performs the following major tasks:

    assembles corrugated cartons

    stacks and stocks empty corrugated cartons

    stacks cartons in appropriate area by size

- works usually alone
- works under periodic supervision
- works in an environment that varies from spacious shipping departments to cramped quarters; stands much of the time

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box; S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

TOPIC: Assembling Corrugated Cartons (cont.)

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stacking and Stocking Empty Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S disassembles a variety of taped used cartons of dissimilar size.

S demonstrates how to handle dull instrument safely while breaking tape on cartons.

S flattens cartons to original state and places those of similar size together.

S selects cartons that will fit and places them far back on stock room shelves so that they do not hang over shelves. S explains that cartons must be stored far back on shelves to avoid endangering passing persons.

TOPIC: Stacking and Stocking Empty Corrugated Cartons (cont.)

S stores cartons that are too large for shelves in designated area.

S sorts and groups new cartons by size and places them in stock.

Safety Consideration: Do not let cartons hang over shelves

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify cartons of dissimilar size and (2) stack them by size on shelves or in storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas **CARTON ASSEMBLER**

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Cosmetics Assembly-Line Worker

- performs the following major tasks:
    - works with conveyor belts
    - handles labeling machines
    - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well-illuminated factory-type area; may sit or stand at job station

TOPIC: Working on Assembly Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Conveyor Belts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S turns switch to start conveyor belt and demonstrates necessary precautions to operate belt. S turns switch to stop belt.

S takes previously prepared materials to be assembled and performs individual task at assembly line with a group of other students who also perform individual tasks. S observes all safety measures.

TOPIC: Working with Conveyor Belts (cont.)

Safety Considerations: Keep hands away from rollers
  Wear short-sleeved shirts and blouses or roll up long-sleeved ones above elbows
  Tie back long hair
  Do not wear loose clothes or long ties
  Concentrate on assigned task
  Avoid unnecessary conversation

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and productively to work in combination with others on a conveyor-belt assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Labeling Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of hand-stamping labeling machine and automatic labeling machine.

S sets hand-stamping machine for a single-digit or single-letter code.

S demonstrates inking process.

S stamps different items.

S demonstrates method of moving letters and numbers in frame of automatic labeling machine to prescribed designation. S inks stamping plate. S stamps preselected items.

S sets machine, producing adhering labels, and stamps labels on preselected merchandise.

TOPIC: Working with Labeling Machines (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate hand-stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them.

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

S demonstrates how to put bottles and jars carefully in the carton.

S also selects sectioned carton for bottles and jars of uniform size and carefully places bottle or jar in each section.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working on assembly lines.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Driver Helper

- performs the following major tasks:
  - rides in delivery trucks
  - loads and unloads trucks
- is required to have considerable physical strength
- works usually with a supervising worker
- works under close supervision
- works in loading areas and rides in trucks under varying climatic conditions

TOPIC: Identifying and Lifting Heavy Objects

DRIVER HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Riding in Delivery Trucks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to mount different vehicles safely under varying weather conditions, emphasizing good hand and foot grips and the need to look before mounting or dismounting a truck.

S stresses that driver should not be distracted.

S demonstrates proper riding or sitting posture, stressing correct foot and arm positions and importance of wearing safety belts.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to ride in a variety of delivery trucks without distracting the driver. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Trucks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Fitting-Room Attendant

- performs the following major tasks:

  identifies and issues coded tickets for merchandise

  issues and collects company-owned merchandise

  sits at fitting-room door

  counts the number of garments taken by a customer into the fitting room

  checks to see if garments are returned

- is required to have a great deal of patience, be attentive and remain seated or in the area for long periods of time
- works usually alone and interacts with customers
- works under periodic supervision
- works near the fitting-room area in an environment that is often hectic

TOPIC: Identifying and Issuing Coded Symbols for Merchandise

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates the ability to count garments accurately, using either of two common department store procedures:

- counts each piece of clothing as a separate unit whether garment consists of single item or multiple pieces
- counts each garment as a single unit whether garment consists of single item or multiple pieces such as jacket, slacks, skirt and top

S explains that department stores issue different types of fitting-room passes which represent the number of garments taken by customer: (1) numbered tickets, (2) coded hangers, and (3) color-coded disks.

S accurately matches number of garments with each type of fitting-room pass described.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able accurately to (1) count number of garments in a group when garments are made up of single item or multiple pieces, using either of two department store procedures mentioned above, and (2) match number of garments with corresponding symbol, using numbered tickets, coded hangers and color-coded disks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Issuing and Collecting Company-Owned Merchandise

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why a department store allows a customer to take into a fitting room only a limited number of garments at one time.

S points out that department stores use two common procedures for counting garments:

- each piece of a garment, such as a top, skirt, slacks and jacket is counted as a separate item
- all pieces that make up a garment are counted as a single unit

S issues a coded pass to customer for the number of garments she wishes to try on, provided the number of garments does not exceed the maximum number a customer may take into the fitting room.

S demonstrates how to count different groups of garments accurately and issues numbered tickets, coded hangers or color-coded disks as passes for corresponding number of garments.

S explains the importance of checking that the number of garments returned by customer upon leaving fitting room corresponds to number indicated on pass.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able accurately to (1) count garments using either of the two procedures established by department stores, (2) issue numbered tickets, coded hangers or color-coded disks as fitting room passes, and (3) verify that the proper number of garments has been returned by customer. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Retail Establishments

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants

TOPIC: Personal Hygiene and Proper Dress in Retail Establishments (cont.)

- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Jacket and tie (as required)
- Clean shirt
- Uniform (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Uniform (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in retail establishments.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Forklift Operator

- performs the following major tasks:

  operates a forklift

  loads shipments from pallets onto trucks and railroad cars

  unloads shipment from trucks and railroad cars onto pallets

  moves shipments from and to various locations

- is required to have considerable physical strength and agility
- works alone, often in coordination with other workers
- works under informal supervision
- works in spacious loading areas, both indoors and outdoors, under varying climatic conditions

TOPIC: Working with Gas-Driven Heavy-Duty Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains rules and regulations for operating various types of heavy-duty machinery, as specified by OSHA.

S states that most manufacturers supply safety rules, as does the National Safety Council.

S demonstrates normal preventive maintenance of machinery, such as checking oil, water, battery, tires, lights, doors, and all safety devices.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) demonstrate knowledge of rules and regulations for operating heavy-duty machinery as specified by OSHA and the manufacturers by passing the National Safety Rules test and a teacher-designed test, and (2) perform normal preventive maintenance. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavy Objects with Gas-Driven Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies balancing point of objects of various shapes and sizes. S determines how load can be handled safely by machine, without damage to object, machine or persons.

S places load correctly.

S decides whether load requires anchoring and, if so, demonstrates accepted methods for anchoring load.

S, assisted by another S if guide is needed, moves with machinery heavy loads over rough, uneven, soft and slippery terrain of varying grades to demonstrate different methods of handling equipment.

TOPIC: Moving Heavy Objects with Gas-Driven Machinery (cont.)

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify balancing point of heavy objects, (2) determine safety factors involved in moving various heavy objects, (3) anchor objects if necessary, and (4) move heavy objects safely over varying terrains. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts (cont.)

- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Operating High-Low and Forklift Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses major OSHA regulations and rules necessary for safe operation of machinery.

S performs necessary preventive maintenance check and operates the various machines.

S moves the various machines over different terrains, observing safety rules as required.

S loads and unloads various materials with different types of machines.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) maintain, (2) operate, and (3) load and unload high-low and forklift machines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Pallets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S loads various types of pallets with different materials, indicating maximum weight/size of safe load and proper method of loading.

S demonstrates when, where, and how to use the various types of pallets.

S moves empty pallets by hand, indicating proper positioning for lifting with forklift and for safe handling.

S moves correctly loaded pallets--balanced loads, no overloading--with forklift.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move various types of pallets (1) by hand and (2) with a forklift. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Areas with Heavy Traffic

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses conditions and problems of working in areas with heavy traffic. S draws as much as possible upon his personal experiences when making suggestions on how to improve conditions.

S lays out lanes and alternate routes for worker and public, stressing the need for safe conditions for both.

S points out meaning of signs, barriers and warning devices and their appropriate placement.

S, with aid of other Ss, simulates difficult working conditions and performs tasks safely, properly and courteously.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work (1) safely, (2) courteously, and (3) efficiently in areas with heavy traffic. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Freight Cars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to plan proper load for a freight car with scale models of freight cars and various packaged materials.

S explains the need to determine where to place loads and which equipment to use before beginning to load or unload a freight car.

S, assisted by another S for greater safety and efficiency in performing task, loads a freight car with forklift and or tugger or by hand. S demonstrates proper methods of handling merchandise and equipment.

S demonstrates how to unload a freight car, placing loads on a loading platform or in warehouse areas, with a forklift and tugger.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload freight cars by hand or with various equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Trucks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas **FORKLIFT OPERATOR**

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION **GARMENT BOXER**

A Garment Boxer

- performs the following major tasks:

    selects and assembles suitable boxes and cartons

    folds and boxes garments

    packs various quantities of garment boxes into large cartons

- works usually alone or in tandem with another worker
- works under periodic supervision
- works usually in a well-lit, uncrowded, orderly stock room; stands most of the time

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Boxing Garments GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper folding of preselected soft garments, including children's, women's and men's garments. S double, triple or quadruple folds garments. S places tissue paper in appropriate places to keep garments from becoming creased. S places garments in plastic bag, demonstrating factory bagging of soft merchandise.

S demonstrates hanging of children's, women's and men's heavier garments, such as bulky sweaters or heavy jackets, as shipped from manufacturer.

S takes other garments off hangers and boxes them for retail delivery.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) decide which garments are best to fold and which should remain hanging, and (2) fold garments of all types and sizes properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing Prepackaged and Preboxed Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles groups of various prepackaged and preboxed items. S sorts products according to type and shape. S demonstrates how to fit different sizes into larger boxes snugly.

S selects box of correct size. S places products into box. S puts prepackaged items in correct containers in appropriate place.

TOPIC: Packing Prepackaged and Preboxed Items (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to pack correct number of prepackaged items in a larger box or container in preparation for distribution or shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stacking Shelves

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, working with a team if required, separates by classification a large assortment of jars, cans, folded merchandise and labeled boxes.

S groups items with similar labels, colors or sizes, such as cereal boxes, for example.

S arranges items on shelf in previously established order.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) separate, (2) group, and (3) stack an assortment of jars, cans, folded merchandise and labeled boxes on shelves, grouping items with similar labels, colors, sizes and shapes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas **GARMENT BOXER**

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION HOUSEKEEPER

A Housekeeper

- performs the following major tasks:

    sweeps and mops floors

    vacuums rugs and carpets

- is required to be personally clean; often wears a uniform while working
- works usually alone, often among other workers
- works under periodic supervision
- works in an environment that varies from uncrowded halls to crowded eating areas

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

TOPIC: Handling Chemical Cleaning Agents (cont.)

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

TOPIC: Sweeping and Mopping Floors and Walks (cont.)

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Public Halls and Lobbies

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require constant cleaning because they are always being used.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps up dust and litter with brush and dustpan.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Vacuuming Rugs and Carpets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S clears area after pointing out where to begin vacuuming a large rug or a carpet by moving furniture, wastebaskets and other items to another part of the room.

S plugs in and turns on vacuum cleaner.

S vacuums area by moving cleaner at an even, moderate speed appropriate for effective rug cleaning.

S methodically moves cleaner over rug surface. S vacuums carpet in a pattern, a row at a time, making sure to overlap rows slightly.

TOPIC: Vacuuming Rugs and Carpets (cont.)

S continues to vacuum, one section at a time, until entire rug has been cleaned.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean a rug or carpet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress for Housekeepers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform (as required and/or supplied by employer)

TOPIC: Personal Hygiene and Proper Dress for Housekeepers

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Uniform (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working as housekeepers.

Note: T will evaluate periodically whether S continues to manifest this behavior.

An Interoffice and Station Messenger

- performs the following major tasks:
    - picks up and delivers interoffice and station materials
    - assists production foreman in moving product from one production station to another
- is required to work with ease among strangers
- works in cooperation with many workers
- works under periodic supervision
- works in department stores, factories, offices and warehouses; walks most of the time

TOPIC: Picking Up and Delivering Interoffice and Station Materials

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains symbols, codes and numbers on premarked mail, memos and small packages, stressing differences in numbers that are almost alike.

S looks at room numbers on presented material and tells where each item should go.

S tours facility. S delivers premarked mail and items by group to correct rooms and areas. S picks up outgoing mail and items.

S returns to mail room/office, cafeteria and other rooms and areas to deposit material picked up on delivery tour.

S goes to another area and proceeds as above, indicating that he is familiar with any section of facility.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able correctly to (1) pick up and (2) deliver a variety of mail, packages and other materials to specific rooms and areas within a facility. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Riding in Delivery Trucks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to mount different vehicles safely under varying weather conditions, emphasizing good hand and foot grips and the need to look before mounting or dismounting a truck.

S stresses that driver should not be distracted.

S demonstrates proper riding or sitting posture, stressing correct foot and arm positions and importance of wearing safety belts.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to ride in a variety of delivery trucks without distracting the driver. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Clothing Racks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S pulls out rack with merchandise. S stands in front of rack, visible to others. S walks to back of rack to demonstrate that others cannot see him. S explains that he cannot see others. S walks to front of rack and proceeds to pull rack with one hand, keeping rack in back of himself and always facing front to ensure clear vision.

S explains why rack should be pulled from front: poor visibility from back of rack and better control from front.

S pulls rack through class, around counters, through aisles. S looks back before making a turn. S exercises caution so that rack does not hit other objects. S turns slowly and repeatedly looks toward back of rack.

S pulls rack into school freight elevator, if available. S walks to front of rack, holding rack lightly with one hand to keep it from rolling. S always faces front of elevator. S, when elevator stops, pulls rack slowly from car. S walks to back of rack if necessary to position rack so that it can be pulled easily out of elevator. S carefully avoids bumping into people and objects.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move loaded clothing racks (1) through aisles, (2) around people and objects, and (3) on and off elevators. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Sorting Interoffice and Station Mail

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sorts a group of handwritten and typed envelopes by name and distributes them to proper mailboxes.

S sorts a group of handwritten and typed envelopes by room number, indicated in lower left corner, and distributes them to proper mailboxes or room delivery baskets.

S sorts a group of envelopes which have both names and room numbers and distributes them to appropriate mailboxes or room delivery baskets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to sort mail by name, or number or both. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Matching and Marking Coded Letters and Digits

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies single letters and digits on prepared pull sheet.

S examines second prepared pull sheet and explains that letters and digits found on sheet A are also found in a different place on sheet B.

S repeats exercise with double letters and digits on pull sheets C and D.

S repeats exercise with combinations of letters and digits on pull sheets C and D, identifying matching sets of figures.

S sets up boxes on shelf which are marked with combinations of letters and digits. S takes prepared pull sheets with a list of almost all the codes marked on boxes. S demonstrates by picking one code from the sheet and identifying box with identical code.

S pulls box from shelf and puts aside for "delivery."

S sets up cartons which have been marked with the three-letter/digit code followed by 1, 2, 3, indicating that they are the same group but include three cartons, namely, 1, 2, 3 of the same shipment.

S arranges next group of cartons identified similarly from matching code on sheet. S pulls out three cartons with similar three-letter/digit code; S marks each box in succession 1, 2, 3; S sets cartons aside by code, checking matching numbers on sheet for correct "shipment."

S repeats demonstration by matching "shipments" which need two or one, or four cartons. S ascertains how many cartons are needed in each group: pull sheet has numbers (2), (3), (1), or (4) next to each three-letter/digit code.

S repeats demonstration, using additional sheets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify objects which are coded, (2) match codes with similar ones on the stock pull sheet, (3) group items with similar codes, (4) copy codes, and (5) transfer to unmarked boxes and cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with U.S. Zip Code Numbers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, demonstrating proper technique for easily sorting mail by zip code:

- works with first two digits of zip code and arranges mail in piles starting with 10, 11, 12, etc.
- takes each pile and, while looking at the middle two digits, makes smaller piles in the order of the middle two digits: 11, 23, 56, 67, etc. S breaks down each pile additionally in the order of the last digit, such as 2, 6, 9, etc.
- ties each pile with a rubber band and places a slip of paper with zip code number of the pile under the rubber band.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to sort mail by zip code. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Manufacturing Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

TOPIC: Working in Manufacturing Areas (cont.)

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress for Interoffice and Station Messengers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Uniform (as required and/or supplied by employer)

TOPIC: Personal Hygiene and Proper Dress for Interoffice and Station Messengers (cont.)

INTEROFFICE AND STATION MESSENGER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working as an interoffice and station messenger.

Note: T will evaluate periodically whether S continues to manifest this behavior.

PLASTIC AND CELLOPHANE PACKAGE SEALER

A Plastic and Cellophane Package Sealer

- performs the following major tasks:
  - works with heat-sealing machines
  - works with skin and blister packaging machines
  - seals plastic and cellophane bags
- works usually alone, alongside other workers
- works under periodic supervision
- works in an environment that varies from spacious to cramped; may sit or stand

TOPIC: Working on Assembly Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Heat-Sealing Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S operates heat-sealing machine in order to seal plastic containers which hold a variety of items.

S stops machine after sealing containers.

Safety Considerations: Keep hands away from heat-sealing iron
Do not wear loose clothing or long ties
Tie back long hair
Concentrate on task, do not talk or turn around

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and productively to operate a heat-sealing machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Skin and Blister Packaging

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S inserts unmounted or cardboard-mounted items into plastic bags.

S heat-seals open end of bags.

S places one plastic bag at a time in thermal heat-shrinking machine to contour plastic around items.

S removes package from machine and sends it to next job station.

TOPIC: Skin and Blister Packaging (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) place unmounted or cardboard-mounted items into plastic bags, (2) heat-seal one end, (3) place packaged bags, one at a time, into thermal heat-shrinking machine, and (4) remove bags from machine to send them to next job station. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sealing Plastic and Cellophane Bags

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S puts designated items in individual plastic bags and explains various industrial methods of sealing them.

S turns on heat-sealing machine and passes items in bag through shrink tunnel, where bags are shrunk correctly to fit contents.

S closes a variety of plastic bags with a hand stapler.

S seals a number of plastic bags with transparent tape.

Safety Considerations: Keep hands away from heating element
Do not put head near or in shrink tunnel

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to seal plastic and cellophane bags using (1) a heat-sealing machine, (2) a hand stapler, or (3) transparent tape. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working on assembly lines.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Production Assistant

- performs the following major tasks:
    - selects, sorts and groups hardware
    - counts out required amounts of each type of hardware or other materials to be bagged together
    - staples and heat-seals bags
    - stores complete assemblies in specific areas
    - puts together groups of parts, materials and hardware
    - selects complete assemblies from stock for scheduled shipments to customers
- is required to have considerable physical strength
- works in cooperation with other workers
- works under periodic supervision
- works in locations that vary from spacious to cramped; stands or sits

TOPIC: Identifying and Matching Coded Materials

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains function of coded material.

S assembles an artificial floral arrangement with a styrofoam base, which has color-coded markings and into which color-coded artificial flowers are inserted.

S matches a variety of tools to a tool silhouette board and stores them in their proper places.

S selects color-coded wires from open supply boxes and assembles them on an electrical mock-up by following installation pattern on a sample color-coded mock-up.

S explains use of a nail-code identification chart and selects several different sizes of nails from open stock, as required by person in charge.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify and (2) match coded items for sorting and assembling to specifications. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Matching and Marking Coded Letters and Digits

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies single letters and digits on prepared pull sheet.

S examines second prepared pull sheet and explains that letters and digits found on sheet A are also found in a different place on sheet B.

TOPIC: Matching and Marking Coded Letters and Digits (cont.)

S repeats exercise with double letters and digits on pull sheets C and D.

S repeats exercise with combinations of letters and digits on pull sheets C and D, identifying matching sets of figures.

S sets up boxes on shelf which are marked with combinations of letters and digits. S takes prepared pull sheets with a list of almost all the codes marked on boxes. S demonstrates by picking one code from the sheet and identifying box with identical code.

S pulls box from shelf and puts aside for "delivery."

S sets up cartons which have been marked with the three-letter/digit code followed by 1, 2, 3, indicating that they are the same group but include three cartons, namely, 1, 2, 3 of the same shipment.

S arranges next group of cartons identified similarly from matching code on sheet. S pulls out three cartons with similar three-letter/digit code; S marks each box in succession 1, 2, 3; S sets cartons aside by code, checking matching numbers on sheet for correct "shipment."

S repeats demonstration by matching "shipments" which need two or one, or four cartons. S ascertains how many cartons are needed in each group: pull sheet has numbers (2), (3), (1), or (4) next to each three-letter/digit code.

S repeats demonstration, using additional sheets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify objects which are coded, (2) match codes with similar ones on the stock pull sheet, (3) group items with similar codes, (4) copy codes, and (5) transfer to unmarked boxes and cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Order Sheets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S calls out names of letters, words and numbers on sample order sheet.

S explains meaning of each term which refers to merchandise.

S demonstrates matching of articles of merchandise with terms listed on order sheet.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to coordinate articles of merchandise with terms on order sheet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stacking and Stocking Assembled Parts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that it is necessary to have an orderly stock area for a shop which is fabricating, assembling or packaging parts.

S, working in a real or simulated stock room of a shop area, prepares multidigit number identification tags for all parts being worked on from an item identification list and attaches them to items.

S writes out a gummed label for each multidigit part number and attaches labels to shelves on which completed parts are stored.

S places completed parts in their proper storage area by comparing their tag numbers with numbers pasted on storage shelves.

TOPIC: Stacking and Stocking Assembled Parts (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) assign part numbers to parts being worked on, (2) label storage shelves appropriately, and (3) stack assembled parts on storage shelves by their part numbers. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packaging and Boxing Small Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, seated with a group in assembly-line fashion at a long table or preferably at a moving assembly belt, assembles specific items, such as cosmetics, novelty gifts, small candles and typewriter ribbons.

S demonstrates how to:

- place small items in box, close bottom, leave top open
- close top of box and seal lid with Scotch tape as required
- pack properly several boxed small items into larger box
- place top on box, tape if required, and place on next table for labeling and shipping

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) package small items individually and (2) pack them in groups in a larger box. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sealing Plastic and Cellophane Bags

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S puts designated items in individual plastic bags and explains various industrial methods of sealing them.

S turns on heat-sealing machine and passes items in bag through shrink tunnel, where bags are shrunk correctly to fit contents.

S closes a variety of plastic bags with a hand stapler.

S seals a number of plastic bags with transparent tape.

Safety Considerations: Keep hands away from heating element
Do not put head near or in shrink tunnel

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to seal plastic and cellophane bags using (1) a heat-sealing machine, (2) a hand stapler, or (3) transparent tape. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working on Assembly Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

TOPIC: Working on Assembly Lines (cont.)

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Conveyor Belts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S turns switch to start conveyor belt and demonstrates necessary precautions to operate belt. S turns switch to stop belt.

S takes previously prepared materials to be assembled and performs individual task at assembly line with a group of other students who also perform individual tasks. S observes all safety measures.

Safety Considerations: Keep hands away from rollers
- Wear short-sleeved shirts and blouses or roll up long-sleeved ones above elbows
- Tie back long hair
- Do not wear loose clothes or long ties
- Concentrate on assigned task
- Avoid unnecessary conversation

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and productively to work in combination with others on a conveyor-belt assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Manufacturing Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Personal Hygiene and Proper Dress in Manufacturing Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Raw Materials Handler

- performs the following major tasks:

  works with gas-driven heavy-duty machinery

  moves heavy objects with gas-driven machinery

  operates forklifts

  bundles and unbundles heavy rolls of material

  shelves heavy rolls of material

- is required to have considerable physical strength and agility
- works usually in cooperation with another worker
- works under periodic supervision
- works in a spacious and hazardous environment, both indoors and outdoors, under varying climatic conditions

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Pallets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S loads various types of pallets with different materials, indicating maximum weight/size of safe load and proper method of loading.

S demonstrates when, where, and how to use the various types of pallets.

S moves empty pallets by hand, indicating proper positioning for lifting with forklift and for safe handling.

S moves correctly loaded pallets--balanced loads, no overloading--with forklift.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move various types of pallets (1) by hand and (2) with a forklift. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Trucks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Gas-Driven Heavy-Duty Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains rules and regulations for operating various types of heavy-duty machinery, as specified by OSHA.

S states that most manufacturers supply safety rules, as does the National Safety Council.

S demonstrates normal preventive maintenance of machinery, such as checking oil, water, battery, tires, lights, doors, and all safety devices.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) demonstrate knowledge of rules and regulations for operating heavy-duty machinery as specified by OSHA and the manufacturers by passing the National Safety Rules test and a teacher-designed test, and (2) perform normal preventive maintenance. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavy Objects with Gas-Driven Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies balancing point of objects of various shapes and sizes. S determines how load can be handled safely by machine, without damage to object, machine or persons.

S places load correctly.

S decides whether load requires anchoring and, if so, demonstrates accepted methods for anchoring load.

S, assisted by another S if guide is needed, moves with machinery heavy loads over rough, uneven, soft and slippery terrain of varying grades to demonstrate different methods of handling equipment.

TOPIC: Moving Heavy Objects with Gas-Driven Machinery (cont.)

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify balancing point of heavy objects, (2) determine safety factors involved in moving various heavy objects, (3) anchor objects if necessary, and (4) move heavy objects safely over varying terrains. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Operating High-Low and Forklift Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses major OSHA regulations and rules necessary for safe operation of machinery.

S performs necessary preventive maintenance check and operates the various machines.

S moves the various machines over different terrains, observing safety rules as required.

S loads and unloads various materials with different types of machines.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) maintain, (2) operate, and (3) load and unload high-low and forklift machines. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Freight Cars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to plan proper load for a freight car with scale models of freight cars and various packaged materials.

S explains the need to determine where to place loads and which equipment to use before beginning to load or unload a freight car.

S, assisted by another S for greater safety and efficiency in performing task, loads a freight car with forklift and/or tugger or by hand. S demonstrates proper methods of handling merchandise and equipment.

S demonstrates how to unload a freight car, placing loads on a loading platform or in warehouse areas, with a forklift and tugger.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload freight cars by hand or with various equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Matching and Marking Coded Letters and Digits

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies single letters and digits on prepared pull sheet.

S examines second prepared pull sheet and explains that letters and digits found on sheet A are also found in a different place on sheet B.

S repeats exercise with double letters and digits on pull sheets C and D.

S repeats exercise with combinations of letters and digits on pull sheets C and D, identifying matching sets of figures.

S sets up boxes on shelf which are marked with combinations of letters and digits. S takes prepared pull sheets with a list of almost all the codes marked on boxes. S demonstrates by picking one code from the sheet and identifying box with identical code.

S pulls box from shelf and puts aside for "delivery."

S sets up cartons which have been marked with the three-letter/digit code followed by 1, 2, 3, indicating that they are the same group but include three cartons, namely, 1, 2, 3 of the same shipment.

S arranges next group of cartons identified similarly from matching code on sheet. S pulls out three cartons with similar three-letter/digit code; S marks each box in succession 1, 2, 3; S sets cartons aside by code, checking matching numbers on sheet for correct "shipment."

S repeats demonstration by matching "shipments" which need two or one, or four cartons. S ascertains how many cartons are needed in each group: pull sheet has numbers (2), (3), (1), or (4) next to each three-letter/digit code.

S repeats demonstration, using additional sheets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify objects which are coded, (2) match codes with similar ones on the stock pull sheet, (3) group items with similar codes, (4) copy codes, and (5) transfer to unmarked boxes and cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Bundling and Unbundling Heavy Rolls of Material

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S bundles various heavy rolls of different materials, each weighing over 50 lb., observing safety precautions and proper procedures.

S unbundles various heavy rolls of different materials with cutting pliers and scissors. S uses good body mechanics.

S observes safety precautions at all times.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) bundle and (2) unbundle heavy rolls of material. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Shelving Heavy Rolls of Material

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, using good body mechanics, securely stores heavy rolls of material on different types of shelves.

S handles material in tandem with another S if material is heavy.

S employs the best method of lifting various materials.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to shelve heavy rolls of material safely and properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Freight. Shipping and Stock Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Receiving Clerk Helper

- performs the following major tasks:
    - keeps stock room neat and orderly
    - unloads cartons from trucks and freight cars
    - places cartons in appropriate locations on shelf
    - returns unpurchased merchandise to shelves or stock room
    - discards unneeded cartons, boxes and wrappings
- is required to have considerable physical strength and agility
- works often in cooperation with other workers
- works under informal supervision
- works in locations that vary from spacious to cramped, indoors and outdoors under varying climatic conditions

TOPIC: Care of Stock Rooms

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper method of keeping different items free of dust and handling marks by using protective bags, boxes and dustcloths.

S explains that boxes, cans and other items are arranged and stored by size, label or similar category because this improves appearance and facilitates selection.

S rearranges items for easy accessibility and categorization in class or stock room.

S works on individual categories, using his judgment as to placement.

S explains necessity of keeping floor free of discarded boxes, bags and cartons for reasons of safety and general appearance.

S demonstrates use of brush and dustpan to sweep floor dirt and use of duster to keep shelves free of dust. S discards refuse and dirt in proper container.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) keep merchandise free of dust and handling marks, (2) arrange items by category for improved appearance and quick selection, (3) dust shelves, and (4) sweep floor and remove discarded items. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stacking Shelves

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, working with a team if required, separates by classification a large assortment of jars, cans, folded merchandise and labeled boxes.

S groups items with similar labels, colors or sizes, such as cereal boxes, for example.

S arranges items on shelf in previously established order.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) separate, (2) group, and (3) stack an assortment of jars, cans, folded merchandise and labeled boxes on shelves, grouping items with similar labels, colors, sizes and shapes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Clothing Racks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S pulls out rack with merchandise. S stands in front of rack, visible to others. S walks to back of rack to demonstrate that others cannot see him. S explains that he cannot see others. S walks to front of rack and proceeds to pull rack with one hand, keeping rack in back of himself and always facing front to ensure clear vision.

S explains why rack should be pulled from front: poor visibility from back of rack and better control from front.

S pulls rack through class, around counters, through aisles. S looks back before making a turn. S exercises caution so that rack does not hit other objects. S turns slowly and repeatedly looks toward back of rack.

S pulls rack into school freight elevator, if available. S walks to front of rack, holding rack lightly with one hand to keep it from rolling. S always faces front of elevator. S, when elevator stops, pulls rack slowly from car. S walks to back of rack if necessary to position rack so that it can be pulled easily out of elevator. S carefully avoids bumping into people and objects.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move loaded clothing racks (1) through aisles, (2) around people and objects, and (3) on and off elevators. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Freight Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses unsafe situations that can occur in freight areas and how to guard against them.

S explains tasks involved in working productively in freight areas. S states that good planning, and cooperation with co-workers when performing tasks, is essential. S explains that good body mechanics help to reduce strain and fatigue.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively in freight areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Pallets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S loads various types of pallets with different materials, indicating maximum weight/size of safe load and proper method of loading.

S demonstrates when, where, and how to use the various types of pallets.

S moves empty pallets by hand, indicating proper positioning for lifting with forklift and for safe handling.

S moves correctly loaded pallets--balanced loads, no overloading--with forklift.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move various types of pallets (1) by hand and (2) with a forklift. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

RECEIVING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Freight Cars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to plan proper load for a freight car with scale models of freight cars and various packaged materials.

S explains the need to determine where to place loads and which equipment to use before beginning to load or unload a freight car.

S, assisted by another S for greater safety and efficiency in performing task, loads a freight car with forklift and or tugger or by hand. S demonstrates proper methods of handling merchandise and equipment.

S demonstrates how to unload a freight car, placing loads on a loading platform or in warehouse areas, with a forklift and tugger.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload freight cars by hand or with various equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Trucks — RECEIVING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons RECEIVING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas and Retail Establishments

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

TOPIC: Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas and Retail Establishments (cont.)

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas and retail establishments.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Ribbon Boxer

- performs the following major tasks:
  - packages and boxes small items
  - packs prepackaged and preboxed items
  - seals boxes with tape
- is required to have fine motor dexterity and remain seated at a work station for long periods of time
- works usually on his own, in coordination with other workers
- works under periodic supervision
- works on an assembly line

TOPIC: Packaging and Boxing Small Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, seated with a group in assembly-line fashion at a long table or preferably at a moving assembly belt, assembles specific items, such as cosmetics, novelty gifts, small candles and typewriter ribbons.

S demonstrates how to:

- place small items in box, close bottom, leave top open
- close top of box and seal lid with Scotch tape as required
- pack properly several boxed small items into larger box
- place top on box, tape if required, and place on next table for labeling and shipping

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) package small items individually and (2) pack them in groups in a larger box. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing Prepackaged and Preboxed Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles groups of various prepackaged and preboxed items. S sorts products according to type and shape. S demonstrates how to fit different sizes into larger boxes snugly.

S selects box of correct size. S places products into box. S puts prepackaged items in correct containers in appropriate place.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able properly to pack correct number of prepackaged items in a larger box or container in preparation for distribution or shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons RIBBON BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working on Assembly Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working on assembly lines.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Shipping Clerk Helper

- performs the following major tasks:
  - affixes tags and labels on items to be shipped
  - maintains shipping area
  - matches and marks coded letters and digits
  - packs and wraps items of different sizes with appropriate method for shipment
  - regroups and repacks items for shipment
  - sorts and groups items to specification
  - tapes boxes with precut and cut-to-size strips
- is required to have considerable physical strength
- works usually alongside other workers
- works under periodic supervision
- works in warehouses and factories with much shifting among departments; stands most of the time

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Matching and Marking Coded Letters and Digits

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies single letters and digits on prepared pull sheet.

S examines second prepared pull sheet and explains that letters and digits found on sheet A are also found in a different place on sheet B.

S repeats exercise with double letters and digits on pull sheets C and D.

S repeats exercise with combinations of letters and digits on pull sheets C and D, identifying matching sets of figures.

S sets up boxes on shelf which are marked with combinations of letters and digits. S takes prepared pull sheets with a list of almost all the codes marked on boxes. S demonstrates by picking one code from the sheet and identifying box with identical code.

S pulls box from shelf and puts aside for "delivery."

S sets up cartons which have been marked with the three-letter/digit code followed by 1, 2, 3, indicating that they are the same group but include three cartons, namely, 1, 2, 3 of the same shipment.

S arranges next group of cartons identified similarly from matching code on sheet. S pulls out three cartons with similar three-letter/digit code; S marks each box in succession 1, 2, 3; S sets cartons aside by code, checking matching numbers on sheet for correct "shipment."

S repeats demonstration by matching "shipments" which need two or one, or four cartons. S ascertains how many cartons are needed in each group: pull sheet has numbers (2), (3), (1), or (4) next to each three-letter/digit code.

S repeats demonstration, using additional sheets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify objects which are coded, (2) match codes with similar ones on the stock pull sheet, (3) group items with similar codes, (4) copy codes, and (5) transfer to unmarked boxes and cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

TOPIC: Assembling Corrugated Cartons (cont.)

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Opening Sealed Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays several sealed corrugated cartons of various sizes and shapes which are secured differently. S explains that appropriate techniques for opening are to be used with each type of carton.

S chooses a carton which can be opened without the aid of a tool and opens it as required.

S selects a carton which must be opened by cutting tape. S cuts tape and opens carton as required.

S chooses a carton which must be opened by removing staples with an appropriate tool. S removes staples and opens carton as required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to open different types of cartons correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Small Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S presents an assortment of preselected small items, featuring fragile, nonfragile, luxury items, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, tissue paper, cotton filler, shredded paper.

S identifies items as to fragility and selects proper packing.

S demonstrates proper placement of item and proper method of packing with required material.

S indicates how to use proper type of outer wrapping for items being carried home or shipped. S selects correct paper, bags, boxes, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) pack and (2) wrap items correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing Prepackaged and Preboxed Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles groups of various prepackaged and preboxed items. S sorts products according to type and shape. S demonstrates how to fit different sizes into larger boxes snugly.

S selects box of correct size. S places products into box. S puts prepackaged items in correct containers in appropriate place.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able properly to pack correct number of prepackaged items in a larger box or container in preparation for distribution or shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Oversized Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits an assortment of oversized items, featuring fragile, heavy, bulky, long-handled ones, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, industrial packing paper, tissue paper, cotton filler, or shredded paper.

S identifies items as to fragility, weight, etc., and selects suitable packing material.

S demonstrates proper placement of item and correct method of packing with required material.

S demonstrates how to select and use outer wrapping for items being carried home or shipped. S selects correct bag, box, carton, paper, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify proper type of packing material for oversized items and (2) pack and wrap them correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Fragile Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits small and large, fragile and nonfragile preselected items. S identifies fragile items and chooses proper packing materials from a selection of foam rubber filler, polyurethane filler, tissue paper, newspaper, cotton filler, and shredded paper.

S demonstrates proper placement of fragile items and correct method of packing with proper material. S stresses safety hazards in packing of fragile items and need for protection from breakage while package is being carried home or shipped.

S demonstrates type of outer wrapping necessary to carry package home or ship it. S selects correct bag, box, carton, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify fragile items, (2) pack them properly to prevent breakage, and (3) wrap items correctly so as to carry them home or ship them. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Stock Rooms

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper method of keeping different items free of dust and handling marks by using protective bags, boxes and dustcloths.

S explains that boxes, cans and other items are arranged and stored by size, label or similar category because this improves appearance and facilitates selection.

S rearranges items for easy accessibility and categorization in class or stock room.

S works on individual categories, using his judgment as to placement.

S explains necessity of keeping floor free of discarded boxes, bags and cartons for reasons of safety and general appearance.

S demonstrates use of brush and dustpan to sweep floor dirt and use of duster to keep shelves free of dust. S discards refuse and dirt in proper container.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) keep merchandise free of dust and handling marks, (2) arrange items by category for improved appearance and quick selection, (3) dust shelves, and (4) sweep floor and remove discarded items. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Stock Selector

- performs the following major tasks:

    receives sheets with digit codes from warehouse

    selects boxes from shelf by code number on sheet

    removes coded sticker from sheet and pastes sticker near code number on box

    places boxes on a dolly or cart

- is required to have considerable physical strength
- works usually alone
- works under informal supervision
- works in a spacious, heavily trafficked warehouse; may sit or stand

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SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies single letters and digits on prepared pull sheet.

S examines second prepared pull sheet and explains that letters and digits found on sheet A are also found in a different place on sheet B.

S repeats exercise with double letters and digits on pull sheets C and D.

S repeats exercise with combinations of letters and digits on pull sheets C and D, identifying matching sets of figures.

S sets up boxes on shelf which are marked with combinations of letters and digits. S takes prepared pull sheets with a list of almost all the codes marked on boxes. S demonstrates by picking one code from the sheet and identifying box with identical code.

S pulls box from shelf and puts aside for "delivery."

S sets up cartons which have been marked with the three-letter/digit code followed by 1, 2, 3, indicating that they are the same group but include three cartons, namely, 1, 2, 3 of the same shipment.

S arranges next group of cartons identified similarly from matching code on sheet. S pulls out three cartons with similar three-letter/digit code; S marks each box in succession 1, 2, 3; S sets cartons aside by code, checking matching numbers on sheet for correct "shipment."

S repeats demonstration by matching "shipments" which need two or one, or four cartons. S ascertains how many cartons are needed in each group: pull sheet has numbers (2), (3), (1), or (4) next to each three-letter/digit code.

S repeats demonstration, using additional sheets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify objects which are coded, (2) match codes with similar ones on the stock pull sheet, (3) group items with similar codes, (4) copy codes, and (5) transfer to unmarked boxes and cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Swimming Pool and Ice-Skating Rink Cover Packer

- performs the following major tasks:
    - lifts heavy objects in tandem
    - folds and packs vinyl covers
- is required to have considerable physical strength
- works usually in cooperation with another worker
- works under periodic supervision
- works in a spacious factory assembly area; stands or moves about most of the time

TOPIC: Identifying and Lifting
Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Packing Vinyl Covers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S reviews procedure for folding vinyl covers by sketching pattern and sequence of folds on blackboard.

S takes a large vinyl swimming pool or ice-skating rink cover measuring eight feet in diameter.
S folds vinyl cover neatly and compactly with aid of another S.

S takes a carton which is two feet long, one foot high and two feet deep. S places vinyl cover in appropriate shipping carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S, with aide, will be able to (1) fold vinyl swimming pool and ice-skating rink covers and (2) place them in appropriate cartons for shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits an assortment of oversized items, featuring fragile, heavy, bulky, long-handled ones, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, industrial packing paper, tissue paper, cotton filler, or shredded paper.

S identifies items as to fragility, weight, etc., and selects suitable packing material.

S demonstrates proper placement of item and correct method of packing with required material.

S demonstrates how to select and use outer wrapping for items being carried home or shipped. S selects correct bag, box, carton, paper, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify proper type of packing material for oversized items and (2) pack and wrap them correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading
Hand-Operated and Mechanically
Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: **Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas**

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Tugger, Sweeper and Scrubber Operator

- performs the following major tasks:

  sweeps and scrubs with battery-powered or gas-driven machinery

  operates mobile battery-powered or gas-driven machinery

  operates a gas-driven or electrically driven tugger vehicle that moves loaded pallets on dollies from one location to another

  works in congested areas

- is required to have considerable physical strength
- works usually alone but interacts to some extent with other workers
- works under periodic supervision
- works in a spacious, heavily trafficked warehouse

TOPIC: Working with Gas-Driven Heavy-Duty Machinery

TUGGER, SWEEPER AND SCRUBBER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains rules and regulations for operating various types of heavy-duty machinery, as specified by OSHA.

S states that most manufacturers supply safety rules, as does the National Safety Council.

S demonstrates normal preventive maintenance of machinery, such as checking oil, water, battery, tires, lights, doors, and all safety devices.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) demonstrate knowledge of rules and regulations for operating heavy-duty machinery as specified by OSHA and the manufacturers by passing the National Safety Rules test and a teacher-designed test, and (2) perform normal preventive maintenance. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Scrubbing with Battery-Powered or Gas-Driven Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that automatic floor scrubber cleans large cement-type floor areas efficiently.

S removes gum and hardened debris off floor with scraper. S sweeps floor with hair floor broom.

S stresses that specific steps must be followed for machine to do a thorough job: S sets machine into motion by lowering revolving brush and squeegee, both by means of pedals; S turns activating handle to start motor on gas-driven machine; S presses buttons which (1) release cleaning solution, (2) rotate revolving brush, and (3) activate vacuum to pick up dirty cleaning solution.

S guides machine from perimeter of room toward center when cleaning.

S, aided by another S if necessary, empties and cleans heavy tank of scrubber.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate a battery-powered or gas-driven scrubber with which to clean large marble, brick, tile or stone floors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavy Objects with Gas-Driven Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies balancing point of objects of various shapes and sizes. S determines how load can be handled safely by machine, without damage to object, machine or persons.

S places load correctly.

S decides whether load requires anchoring and, if so, demonstrates accepted methods for anchoring load.

S, assisted by another S if guide is needed, moves with machinery heavy loads over rough, uneven, soft and slippery terrain of varying grades to demonstrate different methods of handling equipment.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify balancing point of heavy objects, (2) determine safety factors involved in moving various heavy objects, (3) anchor objects if necessary, and (4) move heavy objects safely over varying terrains. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Pallets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S loads various types of pallets with different materials, indicating maximum weight/size of safe load and proper method of loading.

S demonstrates when, where, and how to use the various types of pallets.

S moves empty pallets by hand, indicating proper positioning for lifting with forklift and for safe handling.

S moves correctly loaded pallets--balanced loads, no overloading--with forklift.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move various types of pallets (1) by hand and (2) with a forklift. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Areas with Heavy Traffic

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses conditions and problems of working in areas with heavy traffic. S draws as much as possible upon his personal experiences when making suggestions on how to improve conditions.

S lays out lanes and alternate routes for worker and public, stressing the need for safe conditions for both.

S points out meaning of signs, barriers and warning devices and their appropriate placement.

S, with aid of other Ss, simulates difficult working conditions and performs tasks safely, properly and courteously.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work (1) safely, (2) courteously, and (3) efficiently in areas with heavy traffic. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Wrapper

- performs the following major tasks:
  - gift wraps packages
  - wraps parcels for mailing, parcel post or private parcel deliverer
- is required to have fine motor dexterity
- works usually alongside another worker
- works under close supervision
- works in a mail room or in an environment similar to a mail room; may be sitting or standing

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons **WRAPPER**

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

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TOPIC: Assembling Corrugated Cartons (cont.)

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing Prepackaged and Preboxed Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles groups of various prepackaged and preboxed items. S sorts products according to type and shape. S demonstrates how to fit different sizes into larger boxes snugly.

S selects box of correct size. S places products into box. S puts prepackaged items in correct containers in appropriate place.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able properly to pack correct number of prepackaged items in a larger box or container in preparation for distribution or shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Small Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S presents an assortment of preselected small items, featuring fragile, nonfragile, luxury items, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, tissue paper, cotton filler, shredded paper.

S identifies items as to fragility and selects proper packing.

S demonstrates proper placement of item and proper method of packing with required material.

S indicates how to use proper type of outer wrapping for items being carried home or shipped. S selects correct paper, bags, boxes, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) pack and (2) wrap items correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Oversized Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits an assortment of oversized items, featuring fragile, heavy, bulky, long-handled ones, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, industrial packing paper, tissue paper, cotton filler, or shredded paper.

S identifies items as to fragility, weight, etc., and selects suitable packing material.

S demonstrates proper placement of item and correct method of packing with required material.

S demonstrates how to select and use outer wrapping for items being carried home or shipped. S selects correct bag, box, carton, paper, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify proper type of packing material for oversized items and (2) pack and wrap them correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Fragile Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits small and large, fragile and nonfragile preselected items. S identifies fragile items and chooses proper packing materials from a selection of foam rubber filler, polyurethane filler, tissue paper, newspaper, cotton filler, and shredded paper.

S demonstrates proper placement of fragile items and correct method of packing with proper material. S stresses safety hazards in packing of fragile items and need for protection from breakage while package is being carried home or shipped.

TOPIC: Packing and Wrapping Fragile Items (cont.)

S demonstrates type of outer wrapping necessary to carry package home or ship it. S selects correct bag, box, carton, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify fragile items, (2) pack them properly to prevent breakage, and (3) wrap items correctly so as to carry them home or ship them. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Boxing Garments

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper folding of preselected soft garments, including children's, women's and men's garments. S double, triple or quadruple folds garments. S places tissue paper in appropriate places to keep garments from becoming creased. S places garments in plastic bag, demonstrating factory bagging of soft merchandise.

S demonstrates hanging of children's, women's and men's heavier garments, such as bulky sweaters or heavy jackets, as shipped from manufacturer.

S takes other garments off hangers and boxes them for retail delivery.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) decide which garments are best to fold and which should remain hanging, and (2) fold garments of all types and sizes properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Gift Wrapping

WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects various materials necessary for gift wrapping, including at least four boxes of different sizes and shapes.

S demonstrates how to measure correct size of paper for package to be wrapped. S shows how to handle scissors safely when cutting measured wrapping paper. S wraps box in paper.

S examines package to check whether it has been wrapped correctly.

S points out words such as "anniversary," "birthday" and "wedding" printed on wrapping paper and explains their meaning. S points out designs which designate such special occasions.

S demonstrates operation of bow machine.

S also shows how to make bows by hand and how to tie box with ribbon.

S places bow on package.

Safety Considerations: Handle scissors carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to gift wrap by (1) selecting box of proper size, (2) choosing appropriate gift wrapping paper, (3) cutting paper to correct size, (4) wrapping box properly, (5) making a bow by machine and by hand, (6) tying box with appropriate ribbon, and (7) placing bow on box. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Wrapping Parcels for Mailing

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects preassembled materials, including boxes of various sizes, to wrap parcels for mailing.

S folds a garment compactly and selects wrapping paper of proper size. S wraps article and tapes it securely with tape machine.

S also wraps boxed articles.

S uses stamps or labels to designate parcels for "Third Class" mail or "Special Delivery." S explains that use of such stamps and labels facilitates post office handling.

S affixes suitable labels to packages, properly marking those packages that are fragile and those that require special handling.

S stamps return address on package with proper stamp.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select paper to wrap a garment or boxed article, (2) wrap items correctly, (3) tape parcels securely with a tape machine, and (4) stamp or attach address, return address and other pertinent labels. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts **WRAPPER**

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: **Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas and Retail Establishments** WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas and retail establishments.

Note: T will evaluate periodically whether S continues to manifest this behavior.